

# Ferndale Nursery

St Martins Scout Hall, Church Road, Epsom, Surrey, KT17 4AB



## Inspection date

18 November 2015

Previous inspection date

27 January 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not support staff well enough to ensure they monitor children's progress accurately. She does not provide staff with sufficient training to improve their understanding of how children develop. Teaching is ineffective. Staff do not help all children make sufficient progress, particularly children who have identified gaps in their learning.
- Staff's assessment and monitoring of children's development are poor. Staff identify that there are gaps in children's learning but do not take effective actions so they can quickly put in place appropriate support.
- Staff fail to tailor the educational programmes to meet their key children's individual needs and ensure they make good progress in their learning.
- Staff do not share information with parents about their children's progress, particularly any areas where their child may need additional support. Staff do not help parents access support from other professionals as appropriate.
- The provider does not sufficiently identify weaknesses in the quality of provision and children's learning or set high expectations for staff. The provider does not implement effective actions to drive forward improvements.

### It has the following strengths

- Children are independent and confident. They enjoy creative activities, for example, making handprint decorations for Christmas.
- Staff help children to settle well into the routine at nursery. Children form strong attachments to staff, which supports their emotional well-being.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ implement effective support, coaching and training for staff to improve the quality of teaching	18/01/2016
■ ensure children's progress is monitored accurately and that appropriate support is put in place to close any gaps in their learning	18/01/2016
■ ensure that the educational programmes are tailored to meet every child's individual needs so they make good progress in their learning	18/01/2016
■ ensure parents receive regular information about their child's learning, including where there are causes for concern about a child's development, and help them access relevant services where appropriate.	18/01/2016

### To further improve the quality of the early years provision the provider should:

- use self-evaluation effectively to identify weaknesses in the quality of the provision and children's learning, and implement action plans to set high expectations for staff and drive forward improvements.

## Inspection activities

- The inspector held discussions with the provider, who also manages the nursery.
- The inspector observed staff playing with children.
- The inspector reviewed a sample of documentation.
- The inspector spoke to children and parents.
- The inspector spoke to staff about safeguarding and supervision.

## Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider does not monitor children's progress sufficiently. She does not review staff's assessments of children's progress to monitor any gaps in children's development and put in place appropriate strategies to ensure these are closing. She does not oversee staff practice well enough to identify training needs to raise the quality of teaching. The provider does not explore children's learning at home to establish whether there is a cause for concern in their development. She does not help parents make links with other professionals to support children's individual needs. The provider does not make accurate evaluations of the quality of the provision or children's learning. Safeguarding is effective. Staff have a sound understanding of child protection and this helps to keep children safe.

### Quality of teaching, learning and assessment is inadequate

Staff do not prepare all children well for their next stage of learning, particularly those that are not reaching typical levels of development. Staff have poor knowledge of how to promote children's learning and development. They do not tailor the educational programmes to meet individual children's needs. Therefore, children do not make sufficient progress in their learning. Staff do not work closely enough with parents. They do not share regular information about children's achievements or any concerns about their development. As a result, children do not receive enough support to help them catch up. Children develop some skills for future learning. For example, they learn about shape and space when they complete puzzles. They enjoy manipulating playdough to make objects and painting pictures, which contribute to developing their physical skills for early writing.

### Personal development, behaviour and welfare are inadequate

The key-person system is not effective. Staff do not tailor their key children's learning to meet their individual needs. Staff keep children safe. They check for risks in the environment and avoid any hazards. They help children to learn about risk and to manage their own safety. For example, they encourage children to climb up carefully when they play on an indoor climbing frame. Children learn about healthy lifestyles. They help children to learn good hygiene routines, such as washing their hands. Staff teach children to play cooperatively. For example, they help children to take turns when they play board games.

### Outcomes for children are inadequate

Although children are independent and confident, not all of them gain the full range of skills needed to prepare them well for their next stage of learning, including school. Some children are not helped to make sufficient progress to close any gaps in their learning.

## Setting details

<b>Unique reference number</b>	122517
<b>Local authority</b>	Surrey
<b>Inspection number</b>	846212
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Gillian Stott
<b>Date of previous inspection</b>	27 January 2011
<b>Telephone number</b>	01372 726193

Ferndale Nursery registered in 1996. It is located in Epsom, Surrey. The provision is open Monday to Friday term time only from 9am to 12 noon. Two staff hold qualifications at level 3 and two staff hold qualifications at level 2.

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