

Buds Pre-School

Goose Green Community Centre, 62a East Dulwich Road, London, SE22 9AT



Inspection date

29 April 2016

Previous inspection date

19 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently check children's overall progress to identify and close any gaps in their learning and plan activities to challenge them effectively. Children's progress is not good enough.
- The provider's system for checking the quality of children's learning and staff's assessment is not always effective.
- Staff miss opportunities to help children understand and use simple mathematical language and ideas.
- Children do not have consistent support to help them learn how to keep themselves safe during their play.
- An accurate record of children's attendance is not maintained consistently, as required.

It has the following strengths

- The provider ensures that all staff are suitable to work with children. Any staff whose suitability is not yet confirmed are closely supervised to ensure children's well-being.
- Children know a range of songs and rhymes. For example, they show interest in listening and responding to music through dance and movement.
- The provider has a realistic awareness of some of the areas of practice that need improvement and has set targets to remedy these.
- Parents say that they are happy with the service that the setting provides and feel well informed about their children's care and learning.

What the setting needs to do to improve further

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

	Due Date
■ improve the use of observations and assessments to check children's overall progress effectively and to promptly identify and close any gaps in their learning	20/05/2016
■ improve the quality of assessments across the setting so that weaknesses are identified and tackled quickly and good practice is shared	20/05/2016
■ maintain an accurate record of children's hours of attendance.	03/05/2016

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

- help children to understand how to stay safe during their play
- extend opportunities for children to develop their mathematical understanding to strengthen their skills further.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector had discussions with the provider and manager about the setting's practices and procedures.
- The inspector observed the staff's interactions with the children.
- The inspector had discussion with the staff at appropriate times and also spoke to parents.
- The inspector sampled some documents, which included the safeguarding policies, staff records, the risk assessment, assessments of children's progress, and the attendance register.

Inspector

Jennifer Liverpool

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider and staff are clear about their responsibility to safeguard children. They understand the procedures to follow if they have concerns about a child's welfare. There is an appropriate number of staff deployed effectively to care for children. New staff have an appropriate induction process to ensure they understand their role and responsibilities. The provider carries out regular staff supervision sessions to monitor staff's performance and identify their training needs. However, these are not fully successful. For example, checks on the quality of staff's planning and assessments are not effective enough in promoting good outcomes for children. The provider has met the previous recommendations to support children's understanding of healthy eating and simple number skills. Staff establish effective relationships with parents and encourage their involvement in children's learning.

Quality of teaching, learning and assessment requires improvement

Children do not make as much progress as they should. There are inconsistencies in how well staff assess children's progress and plan for their individual learning needs. For example, staff do not challenge children consistently, although they take account of children's interests to motivate them to learn. Children's communication and language skills are developing well, including their early reading and writing skills. Children learn to name and recognise numbers. However, staff do not promote children's understanding of other aspects of mathematics effectively. Children develop their creative and imaginative skills well during play and planned activities. They learn about various cultural festivals and people from different backgrounds to build their understanding of the world.

Personal development, behaviour and welfare require improvement

Key persons work closely with parents, particularly when children join the setting. They support children's well-being effectively and help them settle in smoothly. Children behave well and learn to cooperate. They have daily opportunities to develop their coordination and physical skills. Children learn to adopt a healthy lifestyle. For example, they eat healthy snacks, and staff ensure children play in a clean environment. Staff carry out daily risk assessment checks to help minimise potential hazards to children indoors and on outings. However, they do not always help children to learn how to play safely or keep an accurate and consistent record of their attendance that meet requirements.

Outcomes for children require improvement

Children gain some useful skills to help prepare them for school. For example, they attend to their personal needs independently and are developing confidence to talk openly, such as during group time. However, children do not receive effective levels of challenge to ensure they make the best possible progress.

Setting details

Unique reference number	EY452891
Local authority	Southwark
Inspection number	1049244
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	28
Name of provider	Buds Day Nursery Limited
Date of previous inspection	19 March 2013
Telephone number	07940150996

Buds Pre-School is one of two private nurseries run by Buds Day Nursery Limited. It registered in 2012 and operates from a large hall at the Goose Green Community Centre in East Dulwich, in the London Borough of Southwark. The pre-school is open each weekday from 9am until 1pm, except for Wednesdays when it is open until 3.30pm, term time only. The provider is in receipt of funding for free early education for children aged two, three and four years. The provider employs six members of staff, of these, one is qualified to level 6 and all other staff hold a level 3 qualification.

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