

# Furzedown Family Centre

Upper Graveney School Site, Welham Road, London, SW17 9BU



## Inspection date

7 July 2016

Previous inspection date

11 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- Staff do not have a clear understanding of safeguarding children. Some staff have an insufficient knowledge of the signs and symptoms that would cause concern or the procedures to follow if they are worried about a child's welfare. They do not know what to do if an allegation is made against a member of staff. This lack of knowledge compromises children's safety and well-being.
- Staff do not manage children's behaviour consistently or effectively. Staff do not always notice when children's behaviour deteriorates. This disrupts children's learning.
- Outcomes for children are inadequate. Staff do not always use the information from their observations and assessments of children's activities to enable them to plan the next steps in each child's learning effectively. At times, staff do not fully engage children or provide sufficient challenge to enable them to make good progress.
- The manager does not monitor staff practice or the educational programmes well enough to ensure that all children make the progress they should. The manager and staff do not use self-evaluation effectively to identify breaches in requirements or weaknesses in practice.

### It has the following strengths

- The management and staff provide a welcoming environment. There is a good range of resources covering all areas of learning and children make choices in their play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have a secure knowledge of the safeguarding procedures, including how to identify concerns, and know what to do in the event of an allegation against a member of staff</li> </ul>	11/07/2016
<ul style="list-style-type: none"> <li>■ ensure that staff manage children's behaviour consistently to help children learn what is expected and how to behave well</li> </ul>	11/08/2016
<ul style="list-style-type: none"> <li>■ ensure that staff use the information they gather from observations of children's development to plan challenging and enjoyable experiences for each child's learning and development</li> </ul>	11/08/2016
<ul style="list-style-type: none"> <li>■ implement effective methods to monitor staff practice and the educational programmes to improve the quality of teaching and ensure all children make good progress.</li> </ul>	11/08/2016

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

- make effective use of self-evaluation to identify breaches in requirements, target areas for improvement, and involve parents and staff, to improve the quality of provision for children.

### Inspection activities

- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector spoke to staff and children at different times during the inspection.
- The inspector completed observations in the playroom and outdoor areas.
- The inspector spoke to parents to gain their views.
- The inspector held a meeting with the manager to discuss how the provision is managed, and sampled documentation including staff records, policies and children's learning records.

### Inspector

Lorraine Sparey

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. Although all staff have attended training, some do not know the safeguarding procedures to enable them to identify any concerns about children's welfare. They do not know how to refer concerns or the procedures to follow in the event of an allegation against a member of staff. Since the last inspection, the manager has improved the use of risk assessments to maintain a safe environment and keep children safe on outings. Although the manager conducts individual meetings with staff, she does not monitor staff practice or evaluate the provision effectively to enable her to improve outcomes for children. The manager does not monitor children's progress well enough to identify any gaps in children's learning. Staff build sound relationships with parents, who enjoy the opportunity to help during the sessions.

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

Staff miss opportunities to extend children's learning and are not always clear about what children need to learn next. They do not plan effectively to meet the needs of all children. For example, as part of their sporting theme, staff encouraged children to paint paper plates in the colours of the Olympic rings. However, they did not explain to children what they were doing or why, to ensure that their learning is purposeful. Staff fail to extend children's learning or engage them sufficiently to encourage discussion and learning. Staff complete observations and assessments but do not use the information from these to determine the next steps in children's learning or to effectively challenge children's learning so that they make good progress from their starting points.

### **Personal development, behaviour and welfare are inadequate**

Children's behaviour often deteriorates because they are not successfully engaged in activities. Their behaviour, such as during group activities, disrupts other children's learning. For example, some children enjoyed playing in the sand. However, other children threw sand around without regard for others and this was unnoticed by staff. As a result, some children lost interest. Nonetheless, children are confident to come into the nursery. They have regular opportunities for physical play outside, for example, climbing and using tricycles with increasing control.

### **Outcomes for children are inadequate**

Children lack the challenge they need to help them make adequate progress in readiness for school. They do not receive clear and consistent guidance from staff to help them understand what is, and is not, acceptable behaviour and they often lose interest in planned activities. When children work individually with staff, they engage with confidence, as they talk about their interests, for example.

## Setting details

<b>Unique reference number</b>	EY286830
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	833692
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Furzedown Family Centre Committee
<b>Registered person unique reference number</b>	RP524576
<b>Date of previous inspection</b>	11 May 2011
<b>Telephone number</b>	0208 672 6924

Furzedown Family Centre is located in the grounds of Graveny Upper School in Tooting, in the London Borough of Wandsworth. The setting opens Monday to Friday term time only from 9am to midday and from 12.30pm to 3.30pm. The setting employs seven staff, all of whom hold appropriate early years qualifications at level 2 and level 3.

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