

# 1st Choice Day Nursery

186-188 Peckham High Street, London, SE15 5EB



## Inspection date

4 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Systems to monitor the quality of teaching are not robust enough. As a result, there are inconsistencies in practice across the nursery. This includes the quality of adult interactions to support and challenge children both in their play and during daily routines.
- Adults do not routinely use information they gather about what children know and can do already, and what interests them when planning activities. This means, younger children in particular, quickly lose interest and do not get the most out of some activities and learning experiences.
- Adults help older children understand the importance of respecting one another. However, they do not consistently provide clear explanations as to why certain behaviour is not appropriate.

### It has the following strengths

- Children use their imaginations well as they dress up as superheroes and princesses. They say they enjoy being at nursery and playing with their friends.
- Leaders and managers recognise the importance of supporting children's transition to school. Adults go on visits with children and their families to school. They produce booklets that help children recall their visit and gain an understanding of what to expect once they start school.

## What the setting needs to do to improve further

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

	Due Date
■ ensure all adults use what they already know about children to inform planning so activities meet the individual needs and build on the interests of children, particularly for the youngest children	30/11/2016
■ make sure adults fully support children's developing communication and language skills, this includes communicating with younger children during routine times so they know what is going to happen next.	26/10/2016

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

- develop the system for monitoring the quality of teaching so that it improves and is consistently good or better
- help children to gain a greater understanding of what is right from wrong by consistently explaining why certain behaviour is not appropriate.

## Inspection activities

- The inspector observed activities across the nursery. She accompanied children and adults on a routine trip to the local park.
- The inspector spoke with members of staff and children at appropriate times during the day.
- The inspector held a meeting with the provider and carried out joint observations. The provider is also the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

## Inspector

Wendy Ratcliff

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Regular meetings are held with staff to help them understand their roles and responsibilities. However, systems for monitoring the quality of teaching across the nursery are not ensuring practice is consistently strong. Supervision is a time for staff to share concerns about their key children and for leaders to check assessments are up to date. However, staff do not consistently use the information they know about children to plan effectively for their next steps. Safeguarding is effective. Staff undertake checks to the learning environment on a daily basis. This includes a check of the park children visit daily. Staff have appropriate understanding of the types of things that would cause them concern about children's welfare.

### Quality of teaching, learning and assessment requires improvement

Adults do not routinely use the information they already know about children sufficiently well, when planning activities. For example, in the younger room, children are all expected to come together for a painting activity. Resources are not readily available and adults do not consider how to engage all children effectively. Older children enjoy 'carpet time'. They listen intently to a favourite story and adults help them to recall the story at the end. Younger children join in action songs and decide, which familiar songs they want to sing next. However, adults do not always remember to let younger children know what is going to happen next. For example, one child is picked up and placed on a chair to take part in a planned activity without being given an explanation of why this is happening.

### Personal development, behaviour and welfare require improvement

Older children develop their independence skills as they set the table for lunch and serve their own food. However, adults miss opportunities to build on and answer children's questions during mealtimes. Children ask about the noise is they can hear. Adults confirm it is a drill, but do not extend this further. Children make regular trips to the park where they can be 'physically active'. Older children look out and involve younger children in their play. They show respect for one another. Adults remind children of the 'carpet rules'. They encourage children to take turns and put their hand up so they can contribute to group discussion. However, on occasion children are asked not to do something without further explanation. This does not help children gain a secure understanding of what is right from wrong.

### Outcomes for children require improvement

Due to the weaknesses in teaching, children do not make the progress they could. Adults do not make the most of opportunities to engage younger children, including funded two-year-olds when they make choices about their own play. For example, adults miss opportunities to speak and communicate with children as they play in the sand or introduce new vocabulary as they paint leaves green. Older children gain some of the skills they need to be ready for the move to school. They count, name shapes and recognise the letters in their name. Parents appreciate the feedback they receive on a daily basis and feel this, along with newsletters, help them to have an understanding of how to support learning at home.

## Setting details

<b>Unique reference number</b>	EY479351
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1074517
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Mobolanle Adetona
<b>Registered person unique reference number</b>	RP512709
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939425600

1st Choice Day Nursery is privately owned and registered in 2014. The nursery is open Monday to Friday from 7.30am to 6.30pm. There is no outdoor play area so children visit the local park on a daily basis. The nursery receives funding to provide free early education for two-, three- and four-year-old children. It employs eight staff. Of these, seven staff work directly with the children. The manager and five staff hold relevant childcare qualifications.

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