

# Knowledgems Day Nursery

Valentines Park, Cranbrook Road, Ilford, IG1 4UA



<b>Inspection date</b>	25 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Although improvements needed have been identified, staff are at the early stages of implementing these to bring about positive and sustainable change.
- Monitoring and assessment of teaching is not consistently accurate. Activities are planned with insufficient focus on encouraging and supporting children's communication and language and literacy.
- Observations do not always identify specific areas of development that require focus. This means planning is not always meaningful or relevant to the child.
- Children's good behaviour and acts of kindness to each other are not always acknowledged. As a result, this does not support children's understanding of what is good behaviour.

### It has the following strengths

- Since establishing a new staff team, leaders and staff have developed strong links with external professionals and the local authority which creates a collaborative approach to children's well-being and learning
- Children can access a wide range of resources and play equipment in a well-planned and safe environment.
- Children enjoy a varied and nutritious diet with well-planned snacks and meals.

## 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>■ improve systems to monitor practice so that weaknesses are identified and training is targeted to develop the quality of teaching, with particular regard to children’s communication and language and early literacy skills</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ improve the effectiveness of staff supervision to ensure that monitoring of staff practice is used effectively to develop teaching skills and promote a shared approach to continuous improvement</li> </ul>	25/11/2016
<ul style="list-style-type: none"> <li>■ consider the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development.</li> </ul>	25/10/2016

### Inspection activities

- The inspector observed activities across the nursery and in the outdoor area, and carried out one joint observation together with the manager.
- The inspector met with the provider and the manager. They looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector spoke with staff and children at various times during the day.
- The inspector took account of the views of parents who spoke to inspector on the day of the inspection.

### Inspector

Julia Crowley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Monitoring does not always ensure that individual children or groups of children receive the support they need, specifically children learning English as an additional language (EAL). The provider has begun to implement a programme of professional development for staff; however supervision of all staff has not been established. Self-evaluation is accurate and includes the views of parents, staff and children. The provider works effectively with the local authority when support is needed. The arrangements for safeguarding are effective. Staff have developed a secure knowledge and understanding of safeguarding children and know what to do if they have a concern about a child.

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

Insufficient preparation before focussed activities take place means that on occasions, children lose their interests quickly. Some staff lack the skills to inspire children and increase their interest and focus. As a result, children do not have a consistent range of opportunities to learn and develop new skills needed for their next stage of learning. Assessments of children's learning do not always include important information to plan effectively for their next steps. Parents contribute well to the initial assessments of children's skills when they enter the nursery and they are kept informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. However, children's communication and language skills are not always supported. The over use of closed questions limits learning and does not extend children's vocabulary or thinking. Opportunities for children to count and consider shape, space and size are limited.

### **Personal development, behaviour and welfare require improvement**

Children play in a welcoming and well organised environment both indoors and outdoors. However staff do not always provide sufficient support so that all children can confidently play and gain independence. For example, during the inspection, children gathered for a group activity to play with rocks and earth but staff did not explain the activity and children were unsure what it involved. Older children behave well and form strong attachments to their key workers. Relationships between very young children and a number of staff are strong however this is not consistent with all adults working with them. Staff provide opportunities for children to respect and celebrate each other's differences. Staff support children's health effectively and help them to learn about good hygiene practices and the importance of exercise and healthy foods.

### **Outcomes for children require improvement**

Children's next steps for learning are not always accurate or appropriate to the child's ability or needs. Consequently, expectations are not always high enough. Children who are motivated and join in activities are not always identified or given sufficient challenge to extend their learning. Quieter and less confident children do not always receive the additional support and planning that they require. As a result, children do not make consistently good progress.

## Setting details

<b>Unique reference number</b>	EY497332
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1076598
<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>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Knowledgems Global Ltd
<b>Registered person unique reference number</b>	RP901787
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 3490 0670

Knowledgems Day Nursery registered in 2016. The setting is situated within Valentines Park in Ilford, in the London Borough of Redbridge. The setting provides both full-time and part-time sessions Monday to Friday, 8.00am to 6.00pm, except bank holidays and Christmas closures.

The setting currently employs 15 members of staff of whom the majority hold relevant early years qualifications.

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