

Crystal Early Years Centre

Schoolkeepers House, Anerley Road, Anerley, London, SE20 8BD



Inspection date

16 January 2017

Previous inspection date

28 July 2014

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 ensure that younger children, particularly babies, have access to regular outdoor play to support their well-being and learning.
- Staff working in the pre-school room do not ensure that routines and staffing are consistently organised to fully engage and motivate children. Children's behaviour deteriorates and this disrupts the learning of others.
- Self-evaluation is not used effectively to identify all areas for further development, including breaches of requirement.

It has the following strengths

- Children have fun, and feel safe and secure in the nursery. Staff form positive relationships with them to boost their confidence. Children make steady progress from their starting points.
- Staff regularly share information about the progress children make with parents and provide ideas to support home learning to help build on continuity in children's learning.
- Staff support children's early writing skills well. For example, even babies are encouraged to practise writing on chalkboards.
- Staff know their key children and provide appropriate activities based on their interests and stage of development.
- The manager supervises staff and identifies their professional development needs. Staff use what they learn, such as methods for tracking, to improve outcomes for children.

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 that all children, particularly babies, have access to outdoor play daily to support their physical development	16/02/2017
■ review the organisation of some routines and staff support, particularly in the pre-school room, to keep children consistently engaged and motivated to help minimise disruption to learning.	16/02/2017

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

- make effective use of self-evaluation to address weaknesses in practice and target improvements.

Inspection activities

- The inspector observed staff interaction with children in all play rooms and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and held discussions about children's learning.
- The inspector looked at documentation, including children's assessment records, attendance records, staff suitability, records of accidents and medication, and a selection of policies and procedures.
- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the management team.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers seek the views of parents and other professionals to help identify gaps in the provision. However, this has not helped them to recognise all weaknesses in practice, including breaches of requirements. Safeguarding is effective. Staff demonstrate a secure awareness of child protection issues and the procedures to follow should any welfare concerns arise. The provider ensures they meet the required adult-to-child ratios and that staff supervise children. There are appropriate systems in place to check the suitability of staff working with children. Managers effectively monitor children's progress to help identify gaps in their learning and put measures in place to close these promptly.

Quality of teaching, learning and assessment requires improvement

Children are not supported consistently to make as much progress as possible. Due to a lack of organisation of routines and staff support in the pre-school room, some children become restless and their behaviour deteriorates. For example, during a story-making activity, some children rolled on the floor, which then disrupted the whole group. Overall, staff interact well with children and support their communication and language development. For example, they regularly comment on what children do and ask questions which make them think and form their answers. Staff carry out regular assessments to check children's progress and plan for their next steps in learning.

Personal development, behaviour and welfare require improvement

Young children do not have sufficient opportunities to play outside to support their well-being and learning. Despite the play area for younger children being covered, staff state that they use the area only when the weather is good enough. Staff have a caring approach and are sensitive to children's individual care needs. They teach children to be kind and learn to respect one another. For example, with the support of staff, toddlers have made a 'friendship tree' and are encouraged to reflect on this while they make decisions about their play. Children are provided with fresh and healthy foods, and these are tailored to suit the needs of those children who have special dietary requirements.

Outcomes for children require improvement

Most children make typical progress and are sufficiently prepared for their next stage of learning, including school. Young children have many opportunities to explore their senses. For example, they use a sensory board with different tools, such as keys, switches and door handles, to feel different textures and find out how things work. However, sometimes children in the pre-school room are not motivated and lose interest in activities. They then disrupt the learning of others.

Setting details

Unique reference number	137227
Local authority	Bromley
Inspection number	1081736
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	59
Number of children on roll	92
Name of registered person	Crystal Childcare Limited
Registered person unique reference number	RP523865
Date of previous inspection	28 July 2014
Telephone number	020 8776 9792

Crystal Early Years Centre opened in 1996 and registered with Ofsted in 2001. It is located in Anerley in the London Borough of Bromley. The nursery is open from 8am to 6pm, for 50 weeks of the year. The nursery employs 20 staff who work directly with the children. Of these, 16 hold relevant childcare qualification. These include two members of staff who hold early years degrees. The nursery receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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