

# Destiny Kids Nursery

Copleston Centre, Copleston Road, London, SE15 4AN



## Inspection date

25 January 2017

Previous inspection date

26 November 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:

- The manager, who is also the provider, reflects on the setting and considers some areas for development. However, actions taken so far have not raised the quality of teaching and improved children's learning experiences to a good level.
- The manager's programme of staff supervision is still in the early stages of being embedded, so she has not yet offered her full support to new staff to develop their ongoing knowledge and skills further.
- Staff's assessment and planning for children's individual learning is inconsistent. At times, activities are not planned to help each child make good progress.
- Sometimes, children do not have enough time to follow their interests as staff do not plan daily tasks effectively. This reduces the quality of children's learning experiences.

### It has the following strengths

- Staff establish relationships with parents and share information about children's daily care, such as what they eat and their sleep times.
- Children are happy at the setting. They move around freely and explore the resources that interest them.
- The manager completes health and safety checks of the premises to ensure children play in a secure environment.

## 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 key-person system to ensure children know their main carer well, to fully support their emotional well-being	01/03/2017
■ increase staff's supervision and support opportunities to enhance the quality of teaching and improve children's learning experiences	01/03/2017
■ ensure staff use accurate observations and assessments to track children's progress and plan their individual learning more effectively.	01/03/2017

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

- review the organisation of daily routines to make these flexible to give children more time to follow their interests
- use the self-evaluation process more effectively to identify and address weaknesses in the quality of teaching and in children's learning experiences.

## Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

## Inspector

Martina Mullings

## Inspection findings

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

Safeguarding is effective. The manager and staff understand how to safeguard and protect children. They know the procedures to report any concerns to the relevant authorities. The recruitment process includes making the relevant checks to ensure staff are suitable to work with children. However, the arrangements for staff supervision and opportunities for professional development are not fully established to enhance staff's teaching practice effectively. For example, the manager does not offer ongoing support to staff on how to strengthen the quality of assessments and planning to improve children's outcomes. Staff do not monitor some children's starting points and address gaps in their development promptly. Parents speak positively about their children's care and the wide range of resources available.

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

Staff do not use children's observation and assessment well enough to plan appropriate opportunities to support each child's learning fully. They do not adapt the routine tasks to ensure younger children have sufficient time to follow their interests. Staff ensure resources are easily accessible and the layout of the rooms is suitable for children. For example, babies move around freely to support their mobility and coordination. Older children initiate conversations with other children and use short sentences to express themselves effectively. Children begin to develop their creative and imaginative skills. For example, they explore with pasta, paint and sand. Children show interest in early literacy activities. For example, they listen to stories and sing along to nursery rhymes.

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

The key-person system is not fully effective to help younger children develop close attachments with their key carers. However, staff create a friendly environment and older children settle and seek support from different staff. Children learn to choose their play and develop their confidence. Children behave appropriately. For example, they listen, show respect to staff and give other children space to play. Children play in small groups and start to develop their social skills. They begin to learn about people and the wider world. For example, staff display flags to make children aware of different countries and provide small-world people for children to play with. Staff support children to develop good health. For example, they encourage routine hand-washing and provide children with healthy lunches and regular outside play.

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

Older children are generally motivated to learn and develop some skills for their future learning. For example, they display independence and share the resources. They learn to count and recognise colours, and know the names and sounds of different animals. However, younger children make slower progress with their emotional development.

## Setting details

<b>Unique reference number</b>	EY429952
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1062492
<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 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Destiny Kids Nursery Limited
<b>Registered person unique reference number</b>	RP530770
<b>Date of previous inspection</b>	26 November 2013
<b>Telephone number</b>	07727972642 020 7732 2544 020 7732 2544

Destiny Kids Nursery registered in 2011. It is situated in East Dulwich, within the London Borough of Southwark. The nursery is open each weekday from 7am to 7pm for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are six members of staff, including the manager. Of whom one holds an early years qualification at level 4, four staff hold childcare qualifications at level 3 and one holds a relevant qualification at level 2.

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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