

Little Elms Daycare Shirley

Doctors Surgery, 2 South Way, Croydon, CR0 8RP



Inspection date	5 July 2017
Previous inspection date	8 June 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 ensure that food is stored hygienically. For instance, they use adjacent counter tops for changing children's nappies and for food storage, and they leave the food containers open. These arrangements significantly compromise children's health and well-being.
- The key-person system is inadequate. Young children do not have consistent opportunities to relate to their key person and build settled relationships.
- The management team does not ensure that staff deploy themselves effectively to meet the needs of all children and to help support their uninterrupted learning.
- The manager does not monitor staff practice sufficiently. The quality of teaching is not fully effective and children are not continually stimulated in their learning. At times, they are not engaged and display behaviours that put them at risk. Not all children make sufficient progress from their starting points.
- Self-evaluation is ineffective. The management team does not take swift action to address weaknesses. This has also resulted in breaches of the Childcare Register.

It has the following strengths

- Staff help older children to build on their creative skills. For instance, staff encourage them to describe the marks they make as they imaginatively draw pictures.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ comply with health and safety legislation, including hygiene requirements, in relation to the storage of food and drink provided to children 	20/07/2017
<ul style="list-style-type: none"> ■ ensure that the key-person system effectively supports opportunities for young children to build settled relationships 	20/07/2017
<ul style="list-style-type: none"> ■ ensure that staff deploy themselves effectively to meet the needs of all children 	20/07/2017
<ul style="list-style-type: none"> ■ improve staff's skills to help children learn to behave in ways that help to keep them and others safe from harm 	20/07/2017
<ul style="list-style-type: none"> ■ ensure that the quality of teaching is consistently strong and that planned activities help to stimulate children's learning adequately. 	20/07/2017

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

- improve self-evaluation to identify and address all weaknesses in practice and the provision.

Inspection activities

- The inspection took place following Ofsted's risk assessment process.
- The inspector observed the children and their interactions with staff.
- The inspector took account of the views of parents, staff and children.
- The inspector carried out a joint observation with the manager and discussed the arrangements for monitoring staff performance.
- The inspector viewed a sample of documents and assessed the effectiveness of the self-evaluation process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is inadequate

Managers and leaders do not successfully identify all breaches to legal requirements and weaknesses in practice and the provision. Safeguarding is ineffective. Although staff know how to identify and report concerns for children's welfare, they do not take effective steps to ensure children's health and safety. Breaches of legal requirements have a significant impact on children's well-being. Recruitment procedures are effective and space requirements are met. However, the manager does not monitor staff's practice effectively to help them improve the quality of teaching and to manage children's behaviour consistently. Although there are adequate staff to supervise the children, they do not always deploy themselves effectively to meet children's needs. The manager and the special educational needs coordinator review individual children's progress and work in partnership with parents and professionals to help identify some gaps in children's learning. However, teaching practice is not sufficiently effective and staff do not use professional development and their skills well enough to help close these gaps adequately. The manager establishes close links with local schools which help support a smooth process when children transfer.

Quality of teaching, learning and assessment is inadequate

Staff fail to organise routines adequately and frequently interrupt children's learning. For instance, they vacuumed the floor during a busy time, such as when the babies were getting ready to play outside. They did not share responsibilities well enough to help ensure a smooth process and many children moved around aimlessly. Staff do not implement plans effectively to help ensure all children are continually stimulated and eager to explore. For instance, while they read to a group of children, others were not engaged, and some children displayed behaviour such as climbing on furniture. Staff share activity ideas with parents and suggest ways they can work together to support children's communication and language development.

Personal development, behaviour and welfare are inadequate

Children's health and well-being are not assured. Staff do not follow appropriate hygiene practices in relation to food. For instance, they store prepared fruits and vegetables in open containers close to the nappy changing area. Staff are not always alert to behaviour issues. For instance, when a child stood on a chair at snack time, staff did not notice until they were alerted by another adult. Key persons fail to provide consistent support for young children to help them feel secure and gain confidence to explore independently. Nevertheless, some older children, including those who speak English as an additional language, interact confidently with others. The manager and staff record accidents, incidents and illnesses appropriately and share the information with parents. The provider ensures that qualified first-aiders are available at all times to meet the needs of children. Appropriate arrangements are in place to ensure children's safety in the event of an emergency.

Outcomes for children are inadequate

Not all children are sufficiently motivated to explore and sometimes display behaviour that can put them at risk. Babies do not have enough opportunities to develop settled relationships to help them feel emotionally secure and ready to learn. Overall, toddlers and older children build on their early literacy and mathematical skills, which helps to support their move to school. They enjoy some activities; for example, the toddlers like to find objects hidden in foam.

Setting details

Unique reference number	EY489229
Local authority	Croydon
Inspection number	1088771
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	63
Number of children on roll	146
Name of registered person	Little Elms Daycare Nursery Limited
Registered person unique reference number	RP902320
Date of previous inspection	8 June 2016
Telephone number	02382022462

Little Elms Daycare Shirley registered in 2015. It is located in the London Borough of Croydon. The nursery opens each weekday from 7.30am to 6pm, for 52 weeks of the year. The provider employs 26 staff. Of these, the manager holds a foundation degree, nine staff hold childcare qualifications at level 3 and four staff at level 2. 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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