

Bright Gems Nursery

Lea Valley Technopark, Block 3 Lea Valley, Ashley Road, TOTTENHAM, London, N17 9LN



Inspection date

7 July 2017

Previous inspection date

11 November 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

- Leaders and managers do not have a secure understanding of their roles and responsibilities within the nursery. They are not clear on what is done well at the nursery and what needs to improve. As a result, any action taken to address weaknesses in staff practice is ineffective and this has a negative impact on the progress children make.
- The manager's supervision meetings with staff do not effectively tackle weaknesses in practice to support improvement in teaching and learning.
- The manager's monitoring of children's development has failed to identify that the assessment of children's development is unreliable.
- Staff's planning for children's learning is weak. It does not address children's individual needs.
- Teaching across the nursery is too variable. Some staff have a limited understanding of how young children learn.
- The key person system is not effective. Some staff do not know who all the children in their key person group are and some parents are unclear who their child's key person is.

It has the following strengths

- Meals and snacks are freshly prepared and nutritious.
- Babies are supported well to become independent at mealtimes.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the staff supervision system provides staff with the support, coaching and training they need to address weaknesses in their practice and promote the welfare and learning of the children 	28/08/2017
<ul style="list-style-type: none"> ■ ensure that all staff access relevant continuous professional development opportunities so that they are able to offer quality learning and development experiences for children 	28/08/2017
<ul style="list-style-type: none"> ■ ensure that an effective key person system is in place to provide a settled relationship for children and parents, and that children's welfare, emotional development and individual learning needs are addressed effectively. 	28/08/2017

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

	Due Date
<ul style="list-style-type: none"> ■ improve the monitoring of children's development to ensure it is assessed accurately and used to recognise their progress, understand their needs and plan activities to support their individual learning. 	25/08/2017

Inspection activities

- The inspector observed activities in two nursery rooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the owner and manager of the nursery.
- The inspector carried out a joint observation with the 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 documents, evidence of the suitability of adults working in the nursery and a range of other documentation.
- Throughout the inspection the children from the toddler room were out of the nursery on a trip.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is inadequate

Leaders and managers do not monitor the quality of the nursery well enough. They are unclear about what needs to improve. They have recently worked with the local authority to begin to identify their strengths and weaknesses and the local authority has developed an action plan with them. However, leaders do not understand how to use the information they have to assess and improve the quality of the nursery. For example, while the manager can recognise some weak practice, she does not take action to address it. In addition, staff supervision sessions are ineffective. Where the owner and the manager have identified concerns about staff members, such as the speed at which they work or that they do not attend training, they have not addressed this. Staff do have the opportunity to study for further qualifications and to attend additional training. However, this is not the result of matching their development needs to their training, and the impact on teaching and learning is minimal. The provider has taken positive action to address concerns about staff's knowledge, understanding and implementation of safeguarding policy and procedure. The arrangements for safeguarding are effective. Staff have a sound understanding of their role and responsibility in relation to child protection concerns. They have improved their knowledge of wider safeguarding subjects, such as the effect of domestic abuse on children.

Quality of teaching, learning and assessment is inadequate

Staff assessment of children's learning is unreliable and inaccurate. Development records show that staff frequently assess children to be developing in line with what is typical for their age with little or no variation in individual children's knowledge, skills or abilities. Staff's assessments do not reflect what children were observed to be able to do at the inspection. On rare occasions some assessments show slight variations in children's progress. However, staff do not use this information to help children to catch up with their friends. Planning is not effective and does not ensure that all individual children's learning needs are met. Planning for nursery topics does not take into account how young children learn. For example, on a hot summer day children, including babies were being taught about autumn. Furthermore, poor quality teaching means that staff do not use planned activities to extend and challenge children to achieve more. Preparation for activities is weak. For example, during a cutting activity only one pair of scissors worked, which left two children unable to participate fully. Staff delivering small group activities do not prepare fully for their session and move quickly from one activity to another without checking children's understanding or allowing them time to respond to what they have just been doing. Some spontaneous activities provide children with positive learning experiences. For example, children took turns to pump the water from a barrel and then paddled in the water. One staff member added paint and glitter to the water as children made comments about the changes they saw.

Personal development, behaviour and welfare are inadequate

The key person system is not effective. The manager understands the role of a key person and can explain what she expects of a key person, however, this does not happen in practice and she is not aware of this. As a result, some parents do not know who their

child's key person is and have not formed a supportive relationship with them. Some staff do not know which children they are key person for, resulting in gaps in the assessment of children's development and their needs not being met effectively, for example, with regard to children's toileting. Parents do receive daily information about their child and staff produce development reports for parents. The daily routine is disruptive to children's play. After breakfast, for example, all children, including babies, were taken to the pre-school room. However, despite them being settled and engaging in a singing activity, within a short period of time toddlers were taken to their room to prepare for a trip and babies were taken back to their room. Most children settle well and spend time engaged with what they are doing. For example, two children played with animals creating a hospital role play alongside each other with the support of a staff member. Babies are well prepared for their move to the toddler room. As they approach their transition time they are helped to become more independent and supported to achieve tasks such as opening their own yoghurt and drinking from an open cup.

Outcomes for children are inadequate

Poor quality teaching hinders the progress children make at nursery. The nursery's arrangements for measuring children's progress do not provide clear information. Children who have special educational needs and/or disabilities, for example, are assessed as meeting developmental levels that are typical for their age. This is despite them having individual learning plans from other professionals, such as speech and language specialists. However, children are developing some skills to support their educational journey. Babies are interested in books and attempt to mimic staff's speech. Some older children play well alongside other children. All children have opportunities to develop control in their hands and fingers in readiness for holding and using writing tools. Older children can draw some recognisable shapes.

Setting details

Unique reference number	EY443760
Local authority	Haringey
Inspection number	1108171
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	24
Name of registered person	Bright Gems Nursery Ltd
Registered person unique reference number	RP903576
Date of previous inspection	11 November 2016
Telephone number	02088850304

Bright Gems Nursery registered in 2012. It is situated in an industrial estate in Tottenham Hale in the London Borough of Haringey. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. There are 10 members of staff, of whom eight hold a relevant early years qualification from level 2 to level 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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