

# Mother Goose Nursery (Upland)

248 Upland Road, East Dulwich, London, SE22 0DN



<b>Inspection date</b>	29 August 2017
Previous inspection date	21 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	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

- The provider has failed to identify a number of breaches of the welfare requirements which also relate to the Childcare Register.
- The provider does not ensure that covering senior staff fully understand their roles and responsibilities to carry out their jobs, to keep children safe.
- The provider does not follow up on incidents that occur in the nursery. This puts the children at risk.
- The provider does not ensure staff keep an accurate record of children's hours of attendance. This further puts the children at risk, as it is unclear when they attend.
- The key-person system is not effective. Some staff are not fully aware of the stages of development children have reached and fail to plan effectively to progress their learning and development. Teaching is inadequate, as some staff do not know children well enough to support their learning and help them to make good progress.
- Although the provider has systems in place to track and monitor groups of children, staff do not use them effectively to identify and close any gaps in children's learning.
- The provider does not ensure staff work in partnership with parents. Staff do not always complete required progress checks for two-year-old children and share a summary with parents, to support children's learning and identify areas on which to work.

### It has the following strengths

- Staff are consistent in their approach to behaviour management. They teach children the importance of sharing and turn taking. Children behave well.

## 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:

	<b>Due Date</b>
■ ensure all senior leaders are suitable to work with children and understand their roles and responsibilities	29/08/2017
■ ensure all incidents with children are fully recorded and investigated to keep them safe from harm	29/08/2017
■ keep an accurate record of children's hours of attendance	29/08/2017
■ ensure all staff are fully aware of their key children's interests and abilities and plan a good range of activities to help all children to make the progress in their learning and development of which they are capable	29/09/2017
■ ensure the learning of all groups of children is tracked and monitored effectively to identify and close any gaps in learning	29/09/2017
■ complete the required progress checks for children aged between two and three years of age and provide a written summary for parents	29/09/2017
■ ensure systems for reviewing staff practice are robust to identify and improve areas of weak practice.	29/09/2017

### Inspection activities

- The inspector observed the children in the main play areas and garden.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector took into account parents' views.
- The inspection was carried out as part of Ofsted's risk assessment process.

### Inspector

Rebecca Hurst

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The provider has failed to notify Ofsted of a significant event, namely staff giving a child too much medication. This breach of the welfare requirements compromises children's safety. She has failed to make sure the senior staff followed policies and procedures in investigating the matter. The provider has failed to ensure senior staff covering maternity leave are fully aware of their roles and responsibilities. They do not understand their role in monitoring children's development and working with the provider to track and monitor the progress children are making. The provider and staff understand how to report any concerns regarding children's well-being. Staff have suitable qualifications and maintain correct staffing ratios. Although the provider works with other professionals to help her evaluate the service she provides, she is unable to identify weak areas of practice to improve the service. This means that staff supervision and support is not effective in helping staff provide good quality activities to progress children's learning and development.

### **Quality of teaching, learning and assessment is inadequate**

Assessments and tracking of children's learning and development are not rigorous enough. Some staff are not aware of the children's stages of development and are not able to tailor activities to meet their individual needs. Staff rely on acting managers to complete assessments and planning and they are not aware of the learning intentions to help develop children's learning. For example, staff expect younger children to learn to count, which is beyond their understanding. Older children learn how to draw spiders and enjoy their time talking to staff about their drawings. The progress checks for children aged two years are inconsistently completed. Senior staff, who do not know the children, have written those that are completed. The reports do not match the progress and stages of development that the children have reached. Staff do not always share these with the parents, so they are unable to share information with other professionals. They do not support children's development adequately.

### **Personal development, behaviour and welfare are inadequate**

The key-person system is ineffective in supporting children's well-being. Some staff do not know their key children and are not always able to meet their needs, to help them build on their confidence and try out new activities. Staff make use of the outside play areas to help to support children's physical development. Children learn portion control as they serve themselves their own meals. Staff help to teach children who are struggling to serve themselves how they can achieve this goal, to help support their self-esteem. Staff do not keep an accurate record of children's attendance, to keep children safe. For example, if they carried out a fire drill, it might not be clear how many children were in the setting.

### **Outcomes for children are inadequate**

Outcomes for children are poor. From children's assessments, it is not clear how much progress the children, including those who speak English as an additional language, are making. Any progress the children do make is incidental to the teaching staff provide. Children do not have opportunities to enjoy activities that are adapted to meet their

differing needs. They are not ready for the next stages of their learning and they do not have enough opportunities to make steady progress.

## Setting details

<b>Unique reference number</b>	107454
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1111951
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Mother Goose Nursery - Upland Road Partnership
<b>Registered person unique reference number</b>	RP900854
<b>Date of previous inspection</b>	21 August 2015
<b>Telephone number</b>	020 8693 9429

Mother Goose Nursery (Upland) first opened in 1989. It operates from 7.30am to 6.30pm on Monday to Friday, for 50 weeks of the year. The nursery employs eight staff. Of these, six hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of free early education to children aged 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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