

Base Zero Bellingham

109a Randlesdown Road, London, SE6 3HB



Inspection date

4 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Managers do not consistently ensure staff are deployed effectively to support children's learning as well as possible.
- The managers do not monitor closely enough to identify where individual staff require support and coaching to raise their practice to a consistently good level.
- Arrangements to assess children's progress and plan for their future learning are not fully effective. Teaching is targeted more successfully for some children than for others and some children do not progress as rapidly as they could.
- Staff do not make the best use of additional funding to support children's individual learning. In addition, staff do not consistently use the wide variety of resources as well as possible during activities to extend children's learning.
- Some staff are less confident than others at supporting children to understand how to behave well.

It has the following strengths

- Staff help children to settle well. They develop secure relationships with their key children and work alongside parents to help with the changes children have.
- The staff support children's care needs well. They liaise with other professionals and children's parents or carers to fully support their emotional and physical well-being.
- Children, including those with who are learning to speak, confidently communicate to staff and their friends during play through babbles, gestures and talking.

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
■ ensure staff are always deployed effectively to meet children's learning needs	05/10/2017
■ improve arrangements to monitor staff practice to identify where individual staff require support and coaching to improve their practice	15/10/2017
■ strengthen systems to assess and monitor children's progress to target teaching more effectively to meet children's individual learning needs.	15/10/2017

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

- make better use of additional funding, resources and activities to offer children increased challenge, to extend their learning
- help staff to develop further strategies to support children's behaviour.

Inspection activities

- This inspection was carried out as a result of Ofsted's risk assessment process.
- The inspector and manager participated in a joint observation.
- The inspector spoke to staff, parents and children.
- The inspector viewed a sample of documentation.
- The inspector observed staff and children playing indoors and outdoors.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not consistently ensure that staff are deployed effectively to supervise children's learning needs. For example, during the inspection, there were not enough staff deployed to the toddler room to ensure all children had sufficient access to someone to help them in their play. Safeguarding is effective. Staff have a good understanding of how to follow their safeguarding policy, identify and report on child protection concerns and minimise risks to children, to help to keep them safe from harm. The managers ask parents for their feedback and use this to help them evaluate their provision. Managers are aware of their responsibility to notify Ofsted of changes. Staff and managers develop strong relationships with parents, grandparents, other settings, professionals and the wider community. For example, they host coffee mornings to support charities and communicate well with parents and professionals. However, information shared with parents about their child's progress is not always as accurate as possible.

Quality of teaching, learning and assessment requires improvement

The managers do not monitor staff practice well enough to identify when to offer targeted support. For example, there is inconsistency in the effectiveness of assessment and planning. Some staff do not act promptly on assessments that show where children need support to help to prepare them for starting school. The managers do not have a clear understanding of how to use early years pupil premium funding to help them provide sufficient support for individual children. Some staff do not provide sufficient challenge during play. However, staff attend some training to help them to develop their practice. For example, staff recently attended training on mark making, to support children's early writing. They have implemented mark-making materials in different areas of the playroom to encourage children's literacy skills.

Personal development, behaviour and welfare require improvement

Staff do not always help children to understand how to behave well. For example, they do not explain to children why some behaviour is unacceptable and how this affects others. Staff praise children while they play, to help them to develop good self-esteem. For instance, after completing an activity, a member of staff gave a group of children 'high fives' and told all the children 'well done' for their participation. Lunch is a positive social experience for children. They sit in a separate dining area and chat to their friends and staff during their meal.

Outcomes for children require improvement

Although children enjoy their time at the nursery, they do not all make the best possible progress. Some children are not prepared as well as possible for their next stage of learning, including starting school. Nevertheless, children access a variety of resources independently. They develop their physical skills well, for example, as they practise climbing, balancing and carefully negotiating spaces.

Setting details

Unique reference number	EY493058
Local authority	Lewisham
Inspection number	1114483
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	2 - 4
Total number of places	50
Number of children on roll	98
Name of registered person	Happy Days After School Club Limited
Registered person unique reference number	RP525717
Date of previous inspection	Not applicable
Telephone number	0208 461 3510

Base Zero Bellingham is located in Bellingham, in the London Borough of Lewisham. It is one of four settings operated by the same group. The setting is open from 8am to 6pm on Monday to Friday, for 48 weeks a year. The nursery employs 20 staff, 17 of whom have childcare qualifications. The nursery receives funding for the provision of free early education to 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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