

# Rubadubs Nursery

17 David's Road, London, Lewisham, SE23 3EP



<b>Inspection date</b>	19 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider and manager do not work together well to evaluate the quality of the provision effectively. They do not recognise when legal requirements are not being met or take action to address issues as they arise.
- The provider does not ensure that all lead practitioners for safeguarding complete relevant training, or that they have the knowledge required to carry out their roles effectively. She does not check that they are able to give appropriate advice and support to staff, or follow correct reporting procedures.
- The provider fails to ensure that staff do not have unsupervised access to children before their Disclosure and Barring Service checks have been fully completed.
- The provider and manager do not monitor the effectiveness of nursery routines, or children's learning, sufficiently well to ensure that the individual needs of all children are consistently met. Not all children receive the support they need to make good progress.

### It has the following strengths

- Staff provide children with a range of activities in which they enjoy taking part.
- Children receive healthy and nutritious meals that meet their dietary needs.

## 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>
<ul style="list-style-type: none"> <li>■ ensure that all designated lead practitioners for safeguarding complete relevant training to ensure they can fulfil their role and provide support, guidance and advice to staff about safeguarding matters</li> </ul>	27/11/2017
<ul style="list-style-type: none"> <li>■ make sure that the nursery's safeguarding policy contains information relating to the safe use of mobile phones and cameras in the setting, and this is shared with staff</li> </ul>	27/11/2017
<ul style="list-style-type: none"> <li>■ ensure staff are not left unsupervised with children until processes to confirm their suitability, including through Disclosure and Barring Service checks, are fully completed</li> </ul>	06/11/2017
<ul style="list-style-type: none"> <li>■ implement nursery routines that meet the individual needs of children and promote their well-being, with particular regard to the arrangements for sleep and mealtimes for babies and toddlers.</li> </ul>	18/12/2017

### Inspection activities

- The inspector assessed the quality of interactions between staff and children, and the impact of these on children's learning.
- The inspector jointly observed an activity that took place with children and discussed this with the manager.
- The inspector reviewed documents, including learning records for children, some staff documentation, policies, and records relating to children's safety and health.
- Discussions were held with staff at appropriate times.
- The inspector considered the views of parents during the inspection visit.

### Inspector

Kareen Anne Jacobs

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Lead practitioners for safeguarding do not have a good understanding of the potential risks posed to children, including exposure to extreme views. They are unclear about statutory roles and responsibilities relating to child protection. The safeguarding policy does not contain information about the safe use of mobile phones and cameras in the setting, as required. The provider fails to ensure that staff do not have unsupervised access to children before their Disclosure and Barring Service checks have been fully completed. In addition, she does not ensure that risk assessment procedures are understood and implemented by staff. For example, some staff are unaware when their colleagues should not be left unsupervised with children. The manager does not implement effective systems to monitor the learning of different groups of children. She has not addressed identified priorities for development. For example, she has not taken action to address the needs of children who speak different languages at home. Support for staff is not fully effective in improving the quality of teaching so that all children make good progress.

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

Staff use information about children to plan activities that generally engage them effectively. Toddlers develop their mathematical skills, for example, as staff count and measure quantities with them during cooking activities. Staff help children to understand how to use technology, such as when they help children to select different colours and draw lines with their fingers on the touchscreen computer. Children learn how to care for living things. For example, they grow plants and fruit outdoors and look after the nursery goldfish. However, some children do not receive sufficient support to help them acquire a good understanding of English.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have a significant impact on the protection of children's welfare. In addition, staff do not consistently help children who speak English as an additional language to understand what will happen next as they settle into the nursery. This does not fully support their emotional well-being. Nursery routines do not always take account of the individual needs of children. For example, babies and toddlers are not settled down to sleep, despite showing signs of tiredness. They sit at lunch tables for long periods. Some babies fall asleep at the table or become upset. During these periods, children's physical well-being is not supported effectively.

### Outcomes for children require improvement

Some children do not make the good progress of which they are capable. For example, they are not supported to learn new routines or vocabulary. Babies practise their physical skills as they crawl and wriggle through tunnels. Pre-school children use their imaginations, for example, as they carry dolls and pretend to cook. Toddlers snuggle closely to key staff as they read books together. Older children learn to negotiate, share and take turns as they play. Staff provide children with opportunities for them to learn the basic skills that they need as they move on to school or their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY490615
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1018024
<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>	66
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Rubadubs Nursery Limited
<b>Registered person unique reference number</b>	RP903117
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 8699 0782

Rubadubs Nursery re-registered in 2015. It is located in the Forest Hill area within the London Borough of Lewisham. It is open from 7.30am to 6pm on Monday to Friday, all year round. The provider receives funding for the provision of free early education for children aged two, three and four years. A total of 20 staff work directly with the children, including a practitioner with early years professional status. Of these, 18 staff hold qualifications at level 3 or above and one holds a qualification at level 2.

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