

Inspection date

Previous inspection date

28 November 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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 leadership of the provision is not effective. The provider does not effectively monitor staff practice or target support and coaching to raise the quality of teaching. Some staff are not skilful in their interaction with children and teaching is inconsistent. Children do not receive adequate support to ensure they achieve well in their learning.
- Staff do not make effective use of ongoing observations to assess children's progress and to help them to target areas to support each child's individual learning. Children spend extended periods without being meaningfully engaged in any activities due to poor organisation of some elements of the sessions and resources.
- Members of the leadership team are not able to identify weaknesses in the quality of the provision. They rely on other professionals to identify areas where improvement is needed within the nursery but do not take prompt action to address these.

It has the following strengths

- Staff are consistent in their approach to behaviour management. Children behave well. For example, they effectively use a sand timer provided by staff to indicate when it is time to swap over using resources, such as the computer.
- Staff work well with parents and gather their views on the setting. For example, recent suggestions from the parents have been to focus more on letter sounds with the children. Staff have put this into place and older children are learning these sounds to aid their early reading skills.

What the setting needs to do to improve further

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

	Due Date
■ improve the coaching, training and support for staff to help develop their knowledge and quality of teaching, and their interactions with children	27/12/2017
■ implement effective arrangement to accurately monitor children's progress and identify any gaps in learning, and to plan suitably challenging activities that engage their interests.	27/12/2017

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

- use self-evaluation to identify and target areas of weakness and take effective action to improve the provision, teaching and outcomes for children.

Inspection activities

- The inspector observed the children in the main play areas.
- The inspector spoke with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of the parents.
- The inspector sampled a range of documents, including staff Disclosure and Barring Service checks, as well as children's assessments.
- The inspection took place as part of the risk assessment process.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider is not able to identify weaknesses in staff practice and has not taken prompt or effective action to make improvements that have been identified by local authority advisers. The monitoring of teaching and planning is ineffective. The manager has not identified areas of weakness and the inconsistencies between practices with the different age groups of children. As a result, younger children fail to progress with their learning, however, teaching for older children is slightly better. Safeguarding is effective. The leadership team and staff are aware of the procedures to follow should they have any concerns regarding children's welfare and well-being. The manager deploys staff effectively to help to keep the children safe. Staff work effectively with other professionals. They attend meetings to share information about children who have special educational needs (SEN) and/or disabilities, to provide coordinated, targeted care.

Quality of teaching, learning and assessment is inadequate

Teaching is inconsistent. During the inspection the younger children were bored as they had less than five minutes of play during an hour of routine domestic activities. When they had opportunities to play, they did not know what to do and, by the time they found an activity, they had to stop so they could go to the park. Staff do not effectively plan activities to help support children's learning. They do not check that resources available are able to support children's learning. For example, they were not able to use the range of pens to draw as they had all dried up. Staff do not always identify children's starting points and, as a result, they are not able to accurately track progress the children are making. Older children are skilled in using the computer and identifying what buttons they need to press to turn the cards over on the screen. This helps to support their understanding of how things work.

Personal development, behaviour and welfare are inadequate

Staff do not support the younger children's social and emotional development enough. During activities, there are minimal interactions between staff and children. This fails to support children's language development. Children have developed a bond with the staff. Older children are skilled in serving their own meals, helping to support their physical development. Staff do not support younger children's independence skills. For example, they get the children ready to go outside without trying to support them to learn the skill of dressing themselves. Staff work with parents to limit the spread of cross-infection when children are ill or have contagious infestations.

Outcomes for children are inadequate

Children are making inconsistent progress in their learning and development. Older children enjoy learning how to use scissors and attempt to write their names on their work. Younger children are not given enough opportunities to play during their routines. They are not given opportunities to be prepared for their next stage of learning. Younger children's interests are not used to their full potential to plan activities in which they enjoy participating.

Setting details

Unique reference number	EY493667
Local authority	Southwark
Inspection number	1118247
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	32
Number of children on roll	32
Name of registered person	CTY Nursery Ltd
Registered person unique reference number	RP534906
Date of previous inspection	Not applicable
Telephone number	0207 394 7878

CTY Nursery Ltd registered 2015 and is located in Old Kent Road in the London Borough of Southwark. The setting opening times are 8am to 6pm on Monday to Friday, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are nine staff working with the children, six of whom have relevant early years qualifications from level 3 to level 6.

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