

Inspection date	30 January 2018
Previous inspection date	16 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Supervision of staff is not fully embedded or highly focused to ensure the quality of teaching is consistently good.
- Staff in the toddler and pre-school areas of the nursery do not consistently make the best of learning opportunities to extend and enhance children's development.
- Some staff do not make good use of information from their observations of children. As a result, the assessment of children's development and planning for their learning are not challenging or precise enough to help them make consistently good progress.

It has the following strengths

- The new nursery manager, with support from the owner, has a clear vision of where she is taking the nursery. Since joining the nursery she has worked hard in identifying areas for improvement. She is a good role model and leader for the staff team.
- Staff in the baby room warmly interact and engage with the babies. They enthusiastically encourage babies to have the confidence to have a go and explore new textures.
- Parents spoken to on the day of inspection stated that they are happy with the service they are provided with by the staff team. They stated they are kept up to date with their children's daily routines, such as what their children have played with and their sleep patterns.
- Children's health is promoted well. They are provided with healthy meals and snacks. Children also benefit from regular opportunities to play outside in the fresh air. Appropriate personal hygiene routines are in place to prevent germs from spreading.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide further focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	28/02/2018
<ul style="list-style-type: none"> ■ improve the quality of teaching so that staff fully engage children in activities and make the best use of opportunities to extend their learning, so that they make consistently good progress 	28/02/2018
<ul style="list-style-type: none"> ■ make better use of observations and assessments to quickly identify all children's individual levels of achievement, interests and learning styles and to focus on ways to suitably challenge them and narrow any gaps in their learning. 	28/02/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the owner and a meeting with the new manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The owner and newly appointed manager are developing a generally accurate overview of the effectiveness of the nursery. However, it is too early to demonstrate the impact this is having on outcomes for children. They have not secured a good enough system of focused support and coaching for staff to make sure all children are offered consistently high-quality learning experiences. Safeguarding is effective. Staff are secure in their knowledge of the procedures they must follow should they have a concern about a child in their care. They have completed child protection training and know about wider safeguarding issues. Staff supervise children closely and deploy themselves appropriately to ensure they are safe. Partnerships with other early years settings and other agencies involved with children who require extra support are effective.

Quality of teaching, learning and assessment requires improvement

The quality of teaching and the use of observation and assessment are variable. Not all staff in the toddler and pre-school areas always plan precisely for children's individual next steps. This does not ensure children make good enough progress and that all identified gaps in their learning are consistently narrowed. Some staff do not quickly recognise when children would benefit from their interaction, to stimulate their interest and support their learning. For example, during mealtimes staff miss opportunities to engage purposefully with children. Also, some staff do not recognise when to adapt their teaching to allow children to finish their play before being moved on to support their personal routines. That said, staff in the baby room have a good overview of where they are taking the children in their development. Staff plan interesting activities and their interaction with babies is purposeful to support their good progress. Babies respond well and babble with enjoyment.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management and some staff's teaching and assessment mean that not all children are always best supported in their learning to make consistently good progress. That said, children are happy and settled and are developing appropriate social skills. They behave well. Children are familiar with routines and what is expected of them. They learn to share toys and take turns. They are developing mutual respect for one another in their play. Children who speak English as an additional language are supported well. Children enjoy physical activities. For example, babies confidently use low level climbing to help them develop their muscles for walking.

Outcomes for children require improvement

Some children are not challenged well enough to extend their learning effectively from their starting points. They are learning some basic skills ready for their eventual move on to school. Babies confidently select toys and activities of their choice while exploring their environment. Older children independently make their own choices to play inside or outside. They enjoy exploring with tools and using magnifying glasses to look at worms.

Setting details

Unique reference number	EY385734
Local authority	Lambeth
Inspection number	1068915
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	1 - 7
Total number of places	57
Number of children on roll	93
Name of registered person	One World (UK) Limited
Registered person unique reference number	RP910962
Date of previous inspection	16 April 2014
Telephone number	02079249505

One World Lambeth registered in 2009. The nursery employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, six hold qualifications at level 3, four are qualified at level 2 and five are unqualified. The nursery opens from Monday to Friday all year round except for all bank holidays and for one week at Christmas. Sessions are from 7.30am until 6.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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