

# World's End Under Fives Centre

18 Blantyre Street, London, SW10 0DS



## Inspection date

31 January 2018

Previous inspection date

16 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- New committee members have not obtained the required Disclosure and Barring Service checks. Not all members of the management committee have completed the correct process to provide Ofsted with the necessary details to enable it carry out full suitability checks. This is also a breach of Childcare Register requirements.
- Although the manager has begun to provide some support for staff, such as review meetings and training, this has not been effective in developing staff's skills. The quality of teaching is inconsistent and staff do not routinely engage and challenge children, especially during group activities. Not all children make good progress.
- The manager is using a new system to monitor the progress of individual and some small groups of children. However, this is in the early stages and she does not use it as well as she could to help plan more effectively for groups of children.

### It has the following strengths

- Staff are welcoming and friendly and tend to children's care needs well. This helps new children to settle in quickly and grow in confidence. Children develop secure relationships with staff and are comfortable in their company.
- Staff work in close partnership with parents. They communicate regularly to share ongoing information and provide a consistent approach for children's care and learning.
- Staff know the children well and provide some appropriate support for their learning.

## 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 new committee members obtain Disclosure and Barring Service checks, and complete the required documentation to enable Ofsted to carry out full suitability checks as required</li> </ul>	28/02/2018
<ul style="list-style-type: none"> <li>■ improve knowledge of the need to notify Ofsted of changes, with particular regard to the committee and management, in a timely manner</li> </ul>	28/02/2018
<ul style="list-style-type: none"> <li>■ improve the monitoring of staff's practice, and provide more effective support and coaching to strengthen their skills and knowledge, and ensure consistency in the quality of teaching.</li> </ul>	28/03/2018

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

- track groups of children's progress closely to identify any patterns in learning to inform the planning and close gaps swiftly, and help to evaluate the setting
- ensure staff provide the support and challenge that all children need during group activities and their play, so they learn to concentrate, engage in learning and make good progress.

### Inspection activities

- The inspector observed staff's practice as they carried out daily routines, and children's engagement during self-chosen and adult-led activities.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning.
- The inspector took account of the views of children, their parents, and staff that were spoken to on the day of inspection.
- The inspector held a meeting with the manager at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including children's learning records, staff's suitability checks and qualification certificates, and risk assessments.

### Inspector

Sarah Madge

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager has accurately identified the key weaknesses in practice and has been working through them. However, these plans are not fully effective to fulfil the requirements of the early years foundation stage. The provider has failed to ensure all committee members have completed suitability checks and informed Ofsted of their role. The impact on children's safety is minimal because committee members do not have unsupervised access to the children. The manager ensures staff understand their roles and general responsibilities, and provides high staff ratios to enable them to closely supervise children at all times. The manager and staff understand the need to report any concerns about a child's welfare. Safeguarding is effective. The manager does not monitor staff's practice effectively or provide the support they need to develop their skills, so that all teaching is of a good standard. Staff do not always follow children's emerging interests to support them to be curious and motivated learners. For example, children are fascinated by rainwater as it drips from a canopy, but staff offer little inspiration to encourage them to investigate, so they lose interest. The manager does not track the progress of all groups of children to help her evaluate the impact of teaching.

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

Some staff model language and use one-to-one times well to build children's enjoyment of books from a young age. At times, they help children learn to count and recognise numerals. However, the quality of teaching is inconsistent. Staff do not routinely consider what skills they want children to learn during adult-led activities, to ensure they provide the right level of challenge for each child. For example, staff instruct children how to make pizzas but do not allow for discussion, to encourage them to share their ideas, and staff do much of the activity for the younger children. Staff form close links with outside agencies to help children who require additional support.

### **Personal development, behaviour and welfare require improvement**

The variable teaching means some children do not receive the support they need to help them learn the rules and expectations. For example, when younger children lose interest during whole-group times and distract their friends, staff do not get involved to help them understand and benefit from the learning. Staff eagerly participate in children's play, such as during role-play games, and routinely praise them. Children become confident. They are kind and show concern for each other, such as when others fall over.

### **Outcomes for children require improvement**

Children make steady progress and develop the basic skills they need for school. They particularly develop their physical skills well. Children learn to take some responsibility for their own care needs, such as feeding themselves. However, they do not receive consistently good support from staff to help them make the progress they are capable of. For example, younger children do not concentrate well during group activities to help them benefit from the learning opportunities.

## Setting details

<b>Unique reference number</b>	105753
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1061158
<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>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	World's End Under Fives Centre Committee
<b>Registered person unique reference number</b>	RP517548
<b>Date of previous inspection</b>	16 April 2013
<b>Telephone number</b>	0207 351 5871

World's End Under Fives Centre registered in 1994 and runs in the World's End Estate in Chelsea, in the London Borough of Chelsea and Kensington. The pre-school is open each weekday from 9am to 3pm during term time only. A morning drop-in session is also available for local families. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. There are eight staff members who work directly with children, seven of whom hold appropriate early years qualifications to level 3.

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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