

Excel Child Care Services Ltd

96 Forest Hill Road, London, SE22 0RS



Inspection date

6 February 2018

Previous inspection date

6 March 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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 provider does not understand all of her responsibilities to ensure the quality of teaching and learning is consistent across the nursery. The provision does not meet the individual needs of all the younger children who attend.
- The provider does not effectively monitor staff who have special responsibility to support children who have special educational needs (SEN) and/or disabilities or those learning English as an additional language. Staff are unable to correctly identify areas to support these children and gaps are not closing with their learning and development.
- Behaviour management is not effective in younger age groups. The provider has not taken into account, in some rooms, the numbers of children and the space available. In addition, children become bored as staff do not plan enough activities to keep them occupied. Children become disruptive and interrupt the learning of others.
- Staff working with the younger age groups do not plan activities effectively to meet children's individual needs. They do not have a secure understanding of younger children's stages of learning or how to track these. As a result, they are not able to plan appropriate activities to support children with their learning and development.
- Staff do not work well in partnership with parents to support babies who are weaning.
- The manager has not identified, or taken action to address, areas of weak practice.

It has the following strengths

- Children in the pre-school room progress well overall, helping them to catch up with their learning and development.

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 all staff have the relevant training and knowledge in order to carry out specialist roles within the nursery	28/02/2018
■ ensure staff are able to appropriately manage children's behaviour to meet the individual needs of the children	28/02/2018
■ support staff to accurately assess children's learning and development to enable them to plan suitably challenging activities and identify where children require extra support	28/02/2018
■ work in partnership with parents to support babies' differing stages of weaning.	28/02/2018

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

- use self-evaluation effectively to identify key areas where improvement is needed.

Inspection activities

- The inspector observed the children in the main playrooms and outside areas.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector took into account the views of the parents.
- The inspector sampled documents, including staff suitability checks, tracking of children's progress and the files of children who have special educational needs (SEN) and/or disabilities.
- The inspector conducted a joint observation with the manager to review staff practice.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is inadequate

There are significant differences in the quality of teaching and learning throughout the provision. The teaching and care for younger children is weak, although support for older children is better. The provider does not ensure the space available in the rooms meets the needs of the children. For example, one of the toddler rooms is overcrowded with children and they become boisterous as they jostle for space as they play. This does not create a suitable learning environment for the children. Safeguarding is effective. The manager and staff have a sound understanding of the procedures to take if they have any concerns regarding the welfare of the children. They act quickly and work with agencies to protect the welfare of the children. The manager carries out self-evaluation of practice in the nursery. However, this is not effective and she has not been able to identify the weaknesses in the quality of care and teaching.

Quality of teaching, learning and assessment is inadequate

Teaching is inconsistent across the nursery. Staff do not support younger children's next steps of learning. For example, in discussions, key persons state that they are supporting babies to learn how to walk; however, they carry babies around and do not provide resources that support this area of development. However, staff in the pre-school room are more skilled in supporting children's learning. For example, they use relevant questions to get them to think about their answers. Staff across the other rooms fail to support children's learning. At times, quiet children are ignored by staff when they require help and support as they try to learn. Staff lack knowledge of younger children's tracking and what stages of development they have reached. Specialist staff are not aware of how to work with children who require extra support. This hinders these children's progress and staff fail to narrow gaps in their learning.

Personal development, behaviour and welfare are inadequate

Staff do not work well with parents to support younger children's weaning development. They do not advise parents when their assessment indicated that children are ready to move on to more solid food to support their physical development and independence. Behaviour management for younger children is poor. Staff do not organise space or activities well enough to keep children occupied and do not effectively support children to learn how to manage their behaviour. Children in the pre-school room support each other and help one another with their activities.

Outcomes for children are inadequate

Children who have SEN and/or disabilities or who speak English as an additional language do not make good enough progress. In addition, quieter children do not gain the skills to speak out to ask for help. Younger children are not generally engaged well in their learning and do not make the progress of which they are capable. However, stronger teaching for pre-school children supports them to catch up in preparation for school. Older children enjoy learning how to write their names, helping to support their early literacy skills.

Setting details

Unique reference number	EY229507
Local authority	Southwark
Inspection number	1120155
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	0 - 4
Total number of places	60
Number of children on roll	60
Name of registered person	Excel Child Care Services Ltd
Registered person unique reference number	RP910004
Date of previous inspection	6 March 2013
Telephone number	020 8299 6387

Excel Child Care Services Ltd registered in 2002. It is located near the Dulwich area of the London Borough of Southwark. The nursery is open from 8am to 6pm on Monday to Friday for 50 weeks of the year and provides an after-school collection service. It is in receipt of funding for the provision of free early education for children aged two, three and four years. A total of 14 staff work at the nursery. Of these, 13 hold a relevant early years qualification from level 2 upwards. The manager holds a qualification at level 6.

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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