

Monmar Nursery Ltd

110 Albert Road, London, SE25 4JR



Inspection date

14 February 2018

Previous inspection date

6 March 2014

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 has failed to ensure that all people who work at the premises are vetted to ensure their suitability.
- The provider has not maintained written records of complaints received and their outcome. Therefore, she is unable to demonstrate how these concerns were acted on.
- The provider does not ensure that staff are deployed effectively. Consequently, staff are unable to fully support the children's individual needs and learning.
- The programme for support and professional development is not effectively implemented to help improve staff practice and raise the quality of teaching.
- The progress check for children aged between two and three years is not completed.
- Staff's assessments and knowledge of children's progress are poor. Observations are inaccurate and do not reflect children's achievements effectively. Consequently, staff do not consistently plan activities which support children to reach their full potential.
- Self-evaluation is not used effectively to identify and address significant weaknesses in practice.
- The tracking of children's progress lacks rigour and precision. The manager does not consistently monitor the attainment levels between groups of children. Therefore, some gaps in children's learning are not addressed at the earliest opportunity.

It has the following strengths

- Overall, children arrive happily. They enjoy each other's company and are supported to take turns and work together in their play.

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
■ implement an effective system to check the suitability of all persons who works on the premises	19/03/2018
■ keep records of all written complaints and their outcome	19/03/2018
■ improve the arrangements for staff deployment, to ensure children's care and learning needs are consistently met	19/03/2018
■ monitor the quality of teaching and practice and use the information gained to provide effective support, coaching and mentoring to the staff to raise the quality of teaching and improve outcomes for children	19/03/2018
■ complete progress checks for all children between the ages of two and three years	19/03/2018
■ implement an effective system of observation and assessment to gain an understanding of children's starting points and recognise any gaps in their development and achievements so their next steps in learning can be identified and supported.	19/03/2018

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

- use self-evaluation to effectively identify areas for improvement which raise the quality of the provision to a higher level
- implement fully robust systems for tracking children's overall progression and the progress made by different groups of children.

Inspection activities

- The inspector spoke to key persons about individual children's progression and viewed children's developmental records.
- The inspector viewed a range of documentation, including staff records and the manager's ongoing development plans.
- The inspector viewed interactions between the staff and children during play experiences and planned activities.
- The inspector met with the manager at suitable times during the inspection.
- The inspector spoke to parents about nursery practice and considered their views.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to ensure that all people working on the premises when children are present are suitable to do so. However, staff have an understanding of their role and the processes and procedures to follow if they have concerns a child may be being harmed. Insufficient arrangements for staff to take breaks mean that staff are not consistently deployed to meet all children's care and learning needs. For example, for considerable periods of the day all children are cared for in one room and staff do not meet their individual needs. Staff attend some training courses, but this does not have a significant impact on improving outcomes for children. In addition, staff are not provided with effective support, coaching and mentoring to help raise the quality of teaching and improve outcomes for children. The provider is not meeting the requirements to maintain a written record of any complaints and their outcome. It is unclear how previous concerns have been acted on and the final outcomes reached.

Quality of teaching, learning and assessment is inadequate

There is no consistency to children's assessments. Staff do not carry out regular and precise observations of their key children. Where written assessments have been completed, they show emerging gaps in children's progression. Staff state that these are not a true reflection of the children's abilities. However, staff are unable to demonstrate a robust understanding or knowledge of children's learning and development. In addition, some staff are unsure how to use the online learning journals, therefore these are not regularly updated to help monitor children's progress. Staff are unaware of the requirement to complete the progress check for children aged between two and three years. The manager and provider have failed to ensure that staff understand the need to complete these checks. This means that staff do not have an accurate overview of what children can do and areas where they may need extra support. Although the manager has a developing system to monitor children's progress, this is not robust enough to ensure that children's learning and development are being effectively monitored and tracked. The manager has not sufficiently recognised the gaps in this process to ensure that children are swiftly supported in all areas of their learning and development. In addition, some staff plan activities which are unrealistic and not relevant to children's next steps in learning. For example, planning for young children sets unachievable targets, such as expecting children to spell words when assessments show they are just developing their early writing skills. However, there are times when staff do interact with children in ways that promote aspects of their learning. For example, staff listen and repeat children's words and babbles to help support their communication and language skills. However, due to the poor deployment of staff, there are occasions when older children miss out on learning opportunities, such as being able to access the outdoor environment.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management have an impact on children's care and well-being. Staff do not effectively assess or plan to support all aspects of children's personal, social and emotional development. The provider has worked to make

some positive changes to the environment. For example, the baby room has been moved downstairs and has been redecorated. This has created a warm and welcoming room for the youngest children. However, space is not used effectively to support and meet the needs of all children. For example, at times, older children are moved to the baby room and they become disinterested with the available resources. They are also unable to access all areas, such as the ball pool, as staff tell them that this is for the babies only. When all children are in one room, staff are stretched and unable to take time to consistently interact with all children and give high levels of care and support. However, staff have developed an initial exchange of information with parents regarding children's needs. Overall, children arrive at the nursery happy and ready to join in. They have developed bonds with the staff and welcome their interactions in their play.

Outcomes for children are inadequate

Children make minimal progress from their starting points. There is a lack of sufficient assessments and knowledge to help establish how children are developing. This means there are limited plans to help all children to extend their learning. Children practise some emerging skills in their play. For example, younger children use developing physical skills to use tools, such as brushes and sponges to make marks with foam. However, children do not develop satisfactory skills to help them be ready and prepared for the move to school.

Setting details

Unique reference number	EY443010
Local authority	Croydon
Inspection number	1069141
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	52
Number of children on roll	41
Name of registered person	Monmar Nursery Ltd
Registered person unique reference number	RP531418
Date of previous inspection	6 March 2014
Telephone number	020 8662 1849

Monmar Nursery Ltd opened in 2009 and re-registered in 2012. The nursery is open each weekday from 8am until 6pm for 50 weeks a year. There are nine staff who work at the nursery. The manager holds an appropriate early years qualification at level 3 and six other staff hold relevant childcare qualifications at level 2 or above. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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