

Havilah Day Care Nursery

Havilah Daycare Centre, Glengall Road, London, SE15 6RS



Inspection date	5 April 2018
Previous inspection date	16 October 2015

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

- Staff do not use information from assessment to plan a variety of activities that fully supports all areas of learning indoors and outdoors. They do not target individual children's needs to help close gaps in their learning.
- Staff do not work closely with outside professionals and parents to ensure that support is quickly provided to close any gaps in children's development.
- Children with speech difficulties or those who speak English as an additional language do not make the same level of progress made by most children. Not all children are well prepared for their next stage of learning, including school.
- Methods for supervising and coaching staff do not consistently identify individual staff's training needs to raise the overall quality of the provision.
- Staff do not provide clear explanations for children. They do not manage children's behaviour in a positive manner or effectively teach them about boundaries and expected behaviour.
- Self-evaluation is not successfully developed to identify and target key weaknesses.

It has the following strengths

- Despite the breaches in requirement, children are happy and settled. They enjoy exploring their surroundings and the activities available.
- Staff make good use of the local community to help children learn about others and extend their understanding of the world. For example, they regularly visit the library and shops.

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
<ul style="list-style-type: none"> ■ use information from assessments to plan activities more precisely, to help all children make good progress, particularly with communication and language and mathematical development 	05/05/2018
<ul style="list-style-type: none"> ■ improve partnership working with parents and other professionals to ensure precisely targeted and appropriate interventions are in place to help close any gaps in children's learning 	05/05/2018
<ul style="list-style-type: none"> ■ develop effective behaviour management strategies to ensure staff give positive and clear explanations to children about expected behaviour 	05/04/2018
<ul style="list-style-type: none"> ■ improve the effectiveness of supervision and coaching to improve teaching. 	05/04/2018

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

- develop effective methods to evaluate the provision and target key weaknesses for ongoing improvement
- improve children's access to resources to enable all children to learn and follow their interests when playing indoors and outdoors.

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 nursery manager.
- The inspector had a meeting with the management team. She looked at all relevant documentation, such as staff suitability checks.
- The inspector looked at records of children's progress.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of the leadership and management is inadequate

Staff regularly observe and assess children's progress, but do not target gaps in learning to help children make the best possible progress from their starting points. Staff do not work closely with parents and do not form partnerships with other professionals to ensure good outcomes for all children. As a result, gaps in learning between different groups of children show little signs of closing. The manager regularly supervises staff, but actions taken have little impact on some staff's practice. She does not ensure that all staff's interactions with children are responsive and attentive. Although the manager reflects on some aspects of practice, self-evaluation is not effective in identifying and targeting weaknesses to raise the overall quality of the provision. The arrangements for safeguarding are effective. All staff have secure knowledge of how to keep children safe and the procedures to follow if they have a concern about a child's safety or welfare.

Quality of teaching, learning and assessment is inadequate

Although there is a good range of resources to support the different areas of learning inside, the outside environment is not planned effectively. This does not support children who learn best outdoors. Some staff's interactions are poor and do not support children's learning. For example, they direct and control children's play. Nevertheless, staff plan some enjoyable activities that support children's creativity and understanding of the world. For example, children enjoy painting and sticking to make unique garden pictures with real flowers and different coloured paint; they identify daffodils and discuss that they grow in Spring.

Personal development, behaviour and welfare are inadequate

The manager and staff manage children's behaviour inconsistently. Some staff, including the manager, give children mixed messages and do not support children to learn about consequences. Some staff lack sensitivity in their interactions with children and are not positive role models. For example, sometimes some staff shout at children. This affects their well-being, confidence and motivation to learn. However, children generally show enthusiasm and interest in the different activities and the layout is well planned to support their emerging independence. Staff promote healthy lifestyles well. For instance, they provide healthy snacks and meals. Staff effectively teach children about each other's similarities and differences, for example, when parents bring in traditional food.

Outcomes for children are inadequate

Weaknesses in monitoring and assessing children's learning and the lack of partnerships with parents and other professionals mean that some children do not make sufficient progress from their starting points. For example, some children do not develop good communication and language and mathematical skills to prepare them adequately for school. Gaps in their learning are not closed quickly enough to help them catch up. Despite this, most children are inquisitive learners and many play collaboratively.

Setting details

Unique reference number	EY401787
Local authority	Southwark
Inspection number	1130597
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 - 11
Total number of places	49
Number of children on roll	18
Name of registered person	Havilah Day Care Nursery UK Limited
Registered person unique reference number	RP529358
Date of previous inspection	16 October 2015
Telephone number	0207 732 9295

Havilah Day Care Nursery registered in 2009. The nursery is open Monday to Friday from 7am to 6pm all year round. A before- and after-school service is provided for children who attend local schools, and a holiday playscheme operates during some school holidays. A team of four staff works with the children, including the provider, who is also the manager. All staff hold appropriate childcare qualifications at level 2 or 3.

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