

Nicki Day Nursery Ltd

Nicki Day Nursery, 190 Southampton Way, London, SE5 7EU



Inspection date	12 April 2018
Previous inspection date	10 January 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

- Managers do not ensure legal requirements are met. Some staff do not know what makes them unsuitable to work with children or other aspects of safeguarding, such as the 'Prevent' duty.
- The person responsible for safeguarding has not acted quickly enough in response to a concern about a child.
- Poor staff deployment means children are not always supervised. For example, children are left unsupervised when they wake from sleeping and wander into areas of the nursery without staff knowing.
- Managers have weak partnerships with parents and other professionals who support children. This results in significant delays in organising external help to promote children's individual learning needs. Some children, especially those who have special educational needs, make slow progress. Daily routines do not consistently support children's learning and understanding of good hygiene practice.
- Senior staff do not precisely track the progress of all children across the setting. Gaps and delays in children's development are not identified quickly enough. Regular changes in the key person system contribute towards this. Teaching is not good.

It has the following strengths

- Children behave well. Staff are good role models. Children learn to take turns and share.
- Staff know the children well and form close relationships with them.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure that staff respond promptly to any concerns about a child's welfare by implementing safeguarding procedures without delay	11/05/2018
■ ensure the person with designated responsibility for safeguarding has an accurate understanding of what action they must take if they are concerned about a child, and report any concerns without delay	11/05/2018
■ ensure staff have an appropriate understanding of the government's statutory guidance 'Working Together to Safeguard Children 2015' and the 'Prevent duty guidance for England and Wales 2015' and they notify the relevant agencies if they have concerns about children's safety or welfare	11/05/2018
■ make sure all staff have a thorough understanding of what makes them disqualified and/or disqualified by association to work with children	11/05/2018
■ improve the supervision of sleeping children to ensure they are kept safe at all times	11/05/2018
■ make better arrangements to support children who have special educational needs and adhere to the guidance of the Special Educational Needs Code of Practice	11/05/2018
■ maintain better records and obtain and share relevant information from parents and other agencies involved in a child's care to ensure that individual needs about specific children are fully understood and consistently met, particularly when preparing children for starting school	11/05/2018
■ make better use of the key person system to make sure that children are cared for by consistent staff who know their individual care and learning needs well and this information is passed on when children move rooms and on to school	11/05/2018
■ ensure daily routines consistently support the good health of all children attending, particularly in preparation for mealtimes	11/05/2018

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

	Due Date
■ implement consistent and accurate assessment arrangements to identify and target gaps in children's learning and development to ensure every child makes good or better progress	11/05/2018
■ improve the quality of teaching to a consistently good or better level to ensure every child's learning needs are fully understood and continually planned for	11/05/2018
■ improve the organisation of the daily routine to take account of the interests, abilities, stage of development and individual needs of all children to offer a stimulating, challenging and enjoyable learning experience for every child.	11/05/2018

Inspection activities

- The inspector observed care routines and activities in the baby room, toddler room, two pre-school rooms and at assembly time.
- The inspector looked at a sample of children's assessment and development records and planning documentation.
- The inspector checked evidence of safeguarding procedures, the suitability of staff working with children, the attendance register, and accident and medication records.
- The inspector took account of the views of parents spoken to on the day and interacted with children.
- The inspector held meetings and conducted a joint observation with the manager.

Inspector

Mrigakshi Divecha-Talker

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Senior staff do not make sure all statutory requirements are met. They have failed to take swift action following a safeguarding concern. This means any concerns go unreported and this puts children at risk of harm. Children are not consistently supervised during sleep time. On the day of inspection, a two-year-old child was found wandering around on the landing having left the sleep room without any staff knowing. Hazardous areas of the nursery, such as the kitchen, were accessible to the child and this put the child at risk. Weak partnerships with other agencies and services involved in children's care and learning mean targeted support is not always put in place quickly enough. This means children do not get special help promptly and this has a negative impact on their learning and development. Parents are not always given accurate information to help them prepare their children for starting school.

Quality of teaching, learning and assessment is inadequate

Although the staff team is suitably qualified, the quality of teaching and support for children's learning is weak. Staff do not regularly plan more investigative and problem-solving activities to develop creativity and critical thinking. There are very few challenging experiences for the children to extend their learning through active exploration. Staff do not track children's learning and development consistently as the children move through the nursery. This prevents staff from recognising where there are gaps in children's learning and why these are not closing. When teaching is better, staff use good skills to encourage the development of new vocabulary, such as by introducing the word 'hologram' to children. Funding is not always used appropriately to make sure children who are at risk of slipping behind keep up with their peers. When children in receipt of funding are absent, staff take slow action to follow this up. This means some children make slower progress than others.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding compromise children's safety and well-being. There are constant changes to the key person system. Staff have little information about their new group of children to help them support their emotional well-being effectively and offer continuity in their learning. Older children are independent in their self-care, but staff do not always ensure basic hygiene practices are followed, such as washing hands before meals. Children also wait for extended periods and get restless without any activity, while staff take time to work with individual children to lay the table. Sessions, such as the assembly time, encourage the development of good relationships between all children and staff.

Outcomes for children are inadequate

Not all children are well prepared for the next stage in their learning or their transition to school. Groups of children with significant gaps in their learning and development do not progress as well as others. Some children are significantly behind their peers due to a lack of external support and a delay in senior staff reporting their concerns. When teaching is

weaker, children are not sufficiently challenged and planned activities do not meet their specific needs.

Setting details

Unique reference number	EY287524
Local authority	Southwark
Inspection number	1061799
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	31
Name of registered person	Nicki Day Nursery Limited
Registered person unique reference number	RP907685
Date of previous inspection	10 January 2013
Telephone number	07944 472 205

Nicki Day Nursery registered in 2004 and operates from a detached house in Camberwell, London. The setting is open each weekday from 7am to 6pm for 51 weeks of the year. The nursery supports children who have special educational needs and/or disabilities and a number of children who speak English as an additional language. The nursery is in receipt of funding for free early years education for children aged two, three and four years. There are 11 members of staff who work directly with the children, of whom, 10 hold relevant early years qualifications.

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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