

# Smart Kids Day Nursery

113 - 115 Asylum Road, LONDON, SE15 2LB



## Inspection date

18 April 2018

Previous inspection date

23 August 2016

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

- Children's safety and wellbeing are compromised due to poor hygiene practices, weakness in fire safety arrangements and unsatisfactory procedures for the administration of medication.
- The key person arrangements are ineffective, resulting in children's needs not being met and some toddlers being unsettled.
- The arrangements for staff supervision do not provide effective support, coaching and training in order to improve staff practice.
- There are weaknesses in the recruitment and employment arrangements, which compromise children's safety.
- Leaders and managers have failed to effectively monitor the educational programmes and the quality of teaching is inconsistent.
- The systems in place for the observation, assessment and planning of children's learning are not implemented well. This means they do not effectively support all children's learning and progress.
- There are times when staff do not support children's communication and language skills and fail to support their independence.

### It has the following strengths

- Babies are settled and confident, they develop physical skills as they enjoy exploring inside and outside.

## 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 the arrangements in place for fire safety and emergency evacuations are clear and known by all staff, including proper use of fire doors, availability of equipment and evacuation procedures   | 14/05/2018 |
| ■ comply with requirements of health and safety legislation (including fire safety and hygiene requirements)  | 14/05/2018 |
| ■ put clear procedures in place, which have been discussed with parents and/or carers, for responding to children who are ill and/or in need of medication  | 14/05/2018 |
| ■ implement key person arrangements that are effective so that every child's care is tailored to meet their individual needs and that they are supported when settling in to the nursery  | 14/05/2018 |
| ■ put arrangements in place for the supervision of staff who have contact with children and families to provide support, coaching and training for the practitioner and to promote the interests of children  | 14/05/2018 |
| ■ put effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable and that any concerns relating to their health are given full consideration  | 14/05/2018 |
| ■ ensure those involved in recruitment are aware of their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) | 14/05/2018 |

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

	<b>Due Date</b>
■ improve the quality of teaching to ensure that the needs of all children are met through the planning and delivery of the educational programmes by taking account of each child's interests, stage of development and capabilities	20/07/2018
■ ensure that leaders effectively monitor educational programmes so that each child, and group of children, makes consistent progress from their initial starting points	20/07/2018
■ ensure that staff support children's independence consistently throughout the routine so that children are prepared for the next stage in their learning	20/07/2018
■ support children's communication and language throughout the routine so that they are enabled to express themselves confidently.	20/07/2018

**Inspection activities**

- The inspection was conducted following Ofsted's risk assessment process.
- The inspectors observed children during activities, inside and out to assess the quality of teaching.
- The inspectors held a meeting with leaders and managers.
- The inspectors held discussions with children and parents to take account of their views.
- The inspectors looked at samples of observations, assessments and planning to assess children's progress.
- The inspectors conducted a joint observation with the manager and with a director.

**Inspectors**

Linda du Preez / Christine Davies

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. There are a number of breaches in the safeguarding and welfare requirements and the requirements of the childcare register. Recruitment arrangements are weak as managers fail to carry out suitable background checks on staff. In addition leaders do not meet their obligation in terms of referrals to the Disclosure and Barring Service. Furthermore, the provider has not met their legal obligation by notifying Ofsted of a significant event which occurred. Ofsted were also not told of a change in manager or provided with information relating to all the nursery directors. There is a significant lack of oversight of the observations, assessments and planning arrangements. This means that managers fail to identify whether staff are supporting children to make satisfactory progress. The limited arrangements for staff supervision have resulted in inconsistent teaching and a decline in the quality of the provision. Leaders do not ensure that staff have sufficient information from parents relating to children's medical needs. For example, some medication is kept at the nursery without adults knowing clearly how or when to use it. This potentially compromises children's safety in an emergency situation.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is too variable. Staff provide a range of resources, which enable children to explore, investigate and make choices. However, staff do not sufficiently challenge and extend children's development. This is because some routines become uninspiring and dull. For example, during lunchtime routines staff do not communicate positively and there are missed opportunities for discussion and conversation. Although staff observe some children and assess their progress, this is not done consistently well. This limits the identification and planning of next steps to move children forward in their learning and development.

### Personal development, behaviour and welfare are inadequate

Children's safety is at risk because of the weak arrangements in place for fire safety. For example, fire doors are propped open and fire blankets are not easily accessible. Emergency evacuation arrangements are not clear. The storage of toothbrushes and toothpaste are unhygienic, which compromises children's physical wellbeing. Staff do not support all children in developing independence and skills. For example, during lunch time routines, they do not give some children the opportunity or time to serve their own food, even when they appear enthusiastic to have a go. Although there is a key-person system in place, it is not always fully effective. This is because staff do not know new children well enough to meet their needs throughout the routine. Some children in the toddler room seek affection from staff, but do not receive it. This disregard for children's needs results in them crying at times throughout the day.

### Outcomes for children are inadequate

Babies seem settled and enjoy babbling and communicating with the adults who care for them. However, the weaknesses throughout the provision have a significant impact on

older children's experiences and progress. For example the weak settling in arrangements result in toddlers being upset throughout the day and staff failing to meet their needs. As some children cry, this unsettles other children who are then taken by staff to the pre-school room. Their needs are not met in the pre-school room, as they spend a lot of time in silence, just observing what is going on around them. Older children are well behaved and friendly, but overall, are not well prepared for school.

## Setting details

<b>Unique reference number</b>	EY477859
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1133927
<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>	1 - 3
<b>Total number of places</b>	48
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Smart Kids Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908932
<b>Date of previous inspection</b>	23 August 2016
<b>Telephone number</b>	0207 732 6160

Smart Kids Day Nursery registered in 2014. It is situated in Peckham in the London Borough of Southwark. The nursery is open each weekday from 7.30am until 6pm all year round, except for bank holidays, Christmas week and a week for training. There are seven members of staff five staff hold relevant qualifications at level 2, level 3 and level 4. The provider receives funding to provide free education for children aged two, three and four years.

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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