

Base Zero Bellingham

109a Randlesdown Road, London, SE6 3HB



Inspection date

21 June 2018

Previous inspection date

4 October 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Leaders and managers do not have a secure understanding of the procedures to follow in the event of allegations against members of staff. This does not ensure children's safety and welfare.
- The management team has not developed effective processes to obtain information from parents about children's health and medical needs and meet them effectively. This compromises children's well-being.
- Staff do not consistently support children to learn to behave well. They do not always provide clear messages about why some behaviours are unacceptable.
- The manager has not identified ways to strengthen communication links with parents so they are updated on an ongoing basis about their children's learning.
- Staff do not fully support children's understanding of the use of technology.
- Staff have not considered ways to minimise waiting time for children between activities.
- Self-evaluation is not effective. This has led to further breaches of legal requirements since the last inspection.

It has the following strengths

- Staff support children who speak English as an additional language effectively, and plan support for children who have communication difficulties.

What the setting needs to do to improve further

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

	Due Date
■ ensure that leaders, managers and staff have a clear understanding of the action to be taken in the event of an allegation against a member of staff	10/07/2018
■ develop thorough processes to obtain information from parents about individual children's health and medical needs, and take action to ensure these are met.	10/07/2018

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

- improve staff skills to provide consistent messages to children on why certain behaviours are not acceptable
- strengthen communication links with parents so they are updated on an ongoing basis about their children's learning
- increase opportunities for young children to extend their understanding of the use of technology
- review and improve the organisation of routines to reduce the time children have to wait between activities
- improve self-evaluation to address all weaknesses to practice and provision effectively.

Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector observed children and how staff interacted with them.
- The inspector carried out a joint observation with the manager and assessed arrangements for monitoring staff practice.
- The inspector took account of the views of parents, staff and children.
- The inspector held discussions with the manager and deputy manager at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The management team has not developed clear policies and procedures to follow in the event of allegations against members of staff. Managers do not understand how to make referrals, in a timely manner, to relevant outside agencies. Improvement action is insufficient. The management team reviews teaching practice regularly and provide some opportunities for staff training. However, not all staff put their knowledge and skills into practice effectively. For instance, although they have received specific training, not all staff manage children's behaviour consistently. Nevertheless, since the previous inspection, the manager has improved the processes to monitor children's progress. She uses funding effectively to increase outcomes for individual children. Appropriate policies and procedures are in place relating to staff taking medication or other substances. Staff complete regular risk assessments to promote children's safety indoors, outdoors and on outings. They deploy themselves well to supervise children effectively. Staff adopt suitable hygiene practices to help minimise risk of cross contamination.

Quality of teaching, learning and assessment requires improvement

Teaching practice is not consistently strong. There are times throughout the day when children spend too much time waiting between activities. Although children receive friendly greetings on arrival, the organisation of handover times makes it difficult for staff and parents to share information with each other. However, staff invite parents and carers to join in with the children for celebrations and activities, such as outings. Staff do not always support children well enough to help them learn to explore electronic controls, such as the computer mouse. This does not help to support children's independent learning skills. Staff support children well to learn to care for living things, such as plants, which helps them to extend their understanding of the natural world. The manager shares information effectively with schools to help support a smooth transfer for children.

Personal development, behaviour and welfare are inadequate

Some staff do not guide children's behaviour consistently and positively. Managers do not have effective procedures to ensure that children's health and medical needs are known and understood by staff. This has a significant impact on children's well-being. Overall, children form friendly relationships with staff and others. They learn to take appropriate risks. For example, older children learn to climb a rope ladder and slide down a pole. Young children learn to crawl through a tunnel. Staff praise them for their efforts. Children build confidence in their physical abilities and a positive sense of themselves.

Outcomes for children require improvement

Some children do not learn to manage their behaviour effectively and are not prepared to develop the emotional and social skills needed to move on to the next stages in their learning. Nevertheless, children gain some skills in readiness for school as older children build on their early literacy and mathematical skills.

Setting details

Unique reference number	EY493058
Local authority	Lewisham
Inspection number	1137824
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 - 4
Total number of places	69
Number of children on roll	97
Name of registered person	Happy Days After School Club Limited
Registered person unique reference number	RP525717
Date of previous inspection	4 October 2017
Telephone number	0208 461 3510

Base Zero Bellingham registered in 2015. It is located in Bellingham, in the London Borough of Lewisham. The setting is open from 8am to 6pm Monday to Friday, for 48 weeks a year. The nursery employs 22 staff, 20 of whom have childcare qualifications from level 2 to level 6. The nursery receives funding for the provision of free early education to 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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