

Spring - Cheyne

10 Thorndike Close, LONDON, SW10 0ST



Inspection date	10 July 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- The provider has not put effective systems in place to monitor the practice of all staff, including the manager, to ensure they are clear about their roles and responsibilities.
- The acting manager fails to identify all weaknesses in safeguarding practices. She does not ensure that staff complete effective checks of the environment to minimise risks to children's safety. These weaknesses compromise children's welfare.
- Staff do not accurately record the hours of attendance of children. Although the acting manager understands the importance of monitoring attendance, she has failed to identify and address this.
- Staff's ongoing assessment of children's progress is not effective. They do not involve all parents in the process, apart from when children first start. The manager is not monitoring the accuracy of staff's assessments of the progress children make to help identify and address any areas where they may need extra support.
- Although self-evaluation is being conducted, it is not fully effective. Some of the weaknesses have been identified and an action plan implemented to address the areas for improvement. However, it is too soon to see the impact of the actions taken.

It has the following strengths

- Children are supported to be independent. Staff provide age-appropriate opportunities for children to be involved in daily routines, such as serving food and tidying up.
- Staff are good role models and promote positive behaviour in children.

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"> ■ put effective systems in place to monitor the practice of the manager and staff to ensure they are clear about their roles and responsibilities 	28/08/2018
<ul style="list-style-type: none"> ■ ensure staff use risk assessments effectively to identify and eliminate all potential safety hazards to children, paying particular attention to the garden and babies' bathroom area? 	24/07/2018
<ul style="list-style-type: none"> ■ maintain an accurate record of children's attendance 	24/07/2018
<ul style="list-style-type: none"> ■ ensure assessment systems are effective and provide an accurate view of the progress individual and specific groups of children are making to help target teaching. 	28/08/2018

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

- make effective use of self-evaluation to identify all weaknesses in practice and rectify all breaches in requirements to improve the quality of the provision.

Inspection activities

- The inspection was carried out following a risk assessment process.
- The inspector had a tour of the premises, inside and outside, observing the children at play and their interactions with the staff to assess the impact on children's learning.
- The inspector looked at evidence of the suitability of staff working with children. She also looked at a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the acting manager to help evaluate and discuss staff's practice.
- The inspector spoke with parents, staff and children at various times during the inspection, taking their views into account.

Inspector
Anja Eribake

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Leadership is weak and the provider has not been able to establish a secure management team. At the time of the inspection a temporary manager was in post. However, the provider has not given effective induction, support, supervision and coaching for the manager to ensure that she is able to fulfil her role and responsibilities. The acting manager does not ensure that all staff follow, and implement, the setting's policies and procedures. This puts children's safety and welfare at risk. For example, the outdoor area is shared with another provision and staff are not always clear about the arrangements. Therefore, risk assessments for the use of the outdoors are not sufficiently robust. Staff have a suitable knowledge about child protection, including signs that help identify any concerns about a child's safety and welfare.

Quality of teaching, learning and assessment requires improvement

Staff are generally aware of children's interests and plan activities that reflect these. Most staff make regular observations of children's play and identify the next steps in their learning. However, they do not consistently include information from parents about their children's development in the assessment process. This means that assessments of children are not always accurate. Staff offer experiences that are not consistently challenging enough to engage the most able children fully and extend their learning opportunities. Babies enjoy looking at books independently and interact with their peers. They make actions and sounds when looking at the pictures, demonstrating the communication skills expected of them.

Personal development, behaviour and welfare are inadequate

The learning environment does not consistently ensure the safety of the younger children. They enjoy exploring the outdoor environment, but staff do not ensure that it is free of litter. The area used for changing nappies and handwashing is cluttered and staff do not recognise potential hazards. Staff do not keep an accurate record of children's attendance, as required, and are unable to monitor irregularities or reasons for absences. This compromises the welfare of children. Nevertheless, children are happy and freely explore the resources and activities available. Staff support children to settle and help them develop friendly relationships with each other.

Outcomes for children require improvement

Children acquire some of the skills needed in preparation for school. They independently choose resources and activities to initiate their own play. Older children are able to ask staff for help, or for additional resources, to increase their learning experiences. Children demonstrate the social skills expected for their age. However, due to some weaknesses in the quality of teaching and assessment, not all children are fully challenged in their learning to make the best possible progress.

Setting details

Unique reference number	EY541114
Local authority	Kensington & Chelsea
Inspection number	1139954
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	63
Number of children on roll	66
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	020 7349 1650

Spring - Cheyne day nursery registered in 2017. The setting is located in the Royal Borough of Kensington and Chelsea. The nursery is open Monday to Friday from 8am until 5.45pm, for 51 weeks of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are 12 members of staff, of whom, one holds qualified teacher status, one holds an early years qualification at level 6, and other staff have relevant early years qualifications ranging from level 3 to 5.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

