

Havilah Day Care Nursery

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



Inspection date	9 July 2018
Previous inspection date	5 April 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
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

- The provider does not evaluate or monitor the effectiveness of the nursery sufficiently well. Weaknesses identified at the last inspection have not been fully addressed.
- The provider fails to demonstrate that effective checks are implemented to ensure the ongoing suitability of all staff working with children.
- The provider does not have the knowledge or understanding required to fulfil the role of special educational needs coordinator. She does not monitor the progress of children who need additional support with their learning.
- The provider does not ensure staff receive regular and effective support that improves their teaching practice, and outcomes for children are poor.
- Partnerships with other settings that children attend are not fully effective in supporting a consistent approach to children's learning and development.
- The provider does not provide sufficient opportunities for children to develop and use the languages most familiar to them during their play and learning.

It has the following strengths

- Staff build good relationships with children, who show that they are happy and secure.
- Staff provide regular opportunities for children to play outdoors and develop their physical skills.

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
■ maintain records to show that the suitability and ongoing suitability of staff have been checked	10/08/2018
■ improve monitoring of children's learning to ensure that assessments are accurate and staff identify specific areas where children need support in order to address gaps in learning	21/08/2018
■ ensure staff have the knowledge and skills to fulfil their roles and responsibilities, with particular regard to the special educational needs coordinator	21/08/2018
■ provide supervision, training and support that help staff to raise the quality of their teaching practice and improve outcomes for children	21/08/2018
■ improve links with other settings that children attend so that their learning and development needs are more consistently met	21/09/2018
■ provide opportunities for children to develop and use languages that are familiar to them during their play and learning.	21/08/2018

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

- implement a more consistent approach to help children prepare for their moves to school.

Inspection activities

- The inspector reviewed documents, including records relating to children's safety and health, children's learning records, documentation relating to staff, and attendance registers for children and staff.
- The inspector observed an activity that took place with children and discussed this with the provider.
- The inspector observed the interactions between children and staff, and assessed the impact of these on children's learning.
- The inspector spoke with staff at appropriate times and sought the views of parents.
- The inspector met with the provider and deputy manager.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has not made sufficient progress towards addressing weaknesses identified at the previous inspection, such as working in partnership with others. She does not work with other professionals and parents to meet children's needs. Safeguarding is ineffective. The provider is unable to demonstrate that checks are made to assess the ongoing suitability of staff. This does not assure children's welfare. The provider has not taken action to give effective support to staff and demonstrates a lack of understanding about how to monitor or assess children's learning. She does not ensure that staff provide activities that challenge and motivate children to learn. The provider and her staff know how to identify and report concerns about children's welfare. The provider takes account of the views of parents. For example, she has reviewed children's sleep routines to take greater account of their individual needs.

Quality of teaching, learning and assessment is inadequate

The provider has not checked that assessment of children's learning is accurate. Staff do not receive support to help them identify specific gaps in children's learning. The provider is the special educational needs coordinator. She does not effectively monitor the progress of children at risk of falling behind in their learning or review the effectiveness of strategies to help close gaps in learning, with the involvement of parents. The provider does not check that staff plan activities that prepare children well for school. Children have few opportunities to develop and use the languages they hear at home.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management significantly contribute to the welfare of children being compromised. Children are not well prepared for their moves to school. For example, staff do not seek information from parents about which school children will attend or discuss how they can be prepared for change. This does not help to protect children's emotional well-being. Children learn how to maintain their good health as they eat healthy meals and snacks that reflect their individual dietary needs.

Outcomes for children are inadequate

Children do not make the progress of which they are capable, particularly those who need support with their communication and language. They are not all well prepared for their next stages in learning. Older children have few opportunities to solve problems or use their critical-thinking skills. Children who need extra help to keep up with their peers do not receive the support they need to close potential gaps in their learning.

Setting details

Unique reference number	EY401787
Local authority	Southwark
Inspection number	1134660
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	49
Number of children on roll	20
Name of registered person	Havilah Day Care Nursery UK Limited
Registered person unique reference number	RP529358
Date of previous inspection	5 April 2018
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 service is provided before and after school for children who attend local schools, and a holiday playscheme operates during some school holidays. Four staff work with the children, including the provider who is also the manager. All staff hold appropriate childcare qualifications. Of these, three hold qualifications at level 3 and one holds a qualification at level 2.

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

