

Spring - Northumberland Heath

Northumberland Heath Childrens Centre, 141 Brook Street, ERITH, Kent
DA8 1JD



Inspection date	21 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The systems in place to provide supervision, coaching or training are not fully effective. The arrangements lack precision in identifying and dealing with underperformance to improve teaching skills and raise the standard of staff practice.
- Not all children progress as well as they should. Some staff do not plan challenging enough activities for older children to support them fully, to ensure they receive consistently good-quality interaction to help extend their learning.
- The self-evaluation process is not effective enough to ensure that all areas for improvement are identified and some weaker areas of practice are addressed promptly to benefit children.

It has the following strengths

- Parents are very happy with the care their children receive, and they comment positively on the regular updates they receive about their children's development.
- Healthy lifestyles are promoted well at the setting. Children enjoy healthy snacks and meals, brush their teeth after lunch and have access to the outdoors daily.
- The setting's special educational needs coordinator works effectively with parents and outside agencies to help address any gaps identified in children's learning and development.

What the setting needs to do to improve further

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

	Due date
provide effective supervision, coaching and training to improve staff's skills and knowledge, and their ability to meet children's individual needs	20/11/2018
improve the quality of staff's interactions with older children to consistently support their play experiences and help them to make better progress.	20/11/2018

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

- build on evaluation systems to help identify areas of development more effectively and make sure actions are taken in a timely manner.

Inspection activities

- The inspector observed the quality of teaching and assessed children's learning.
- The inspector held a meeting with the management team.
- The inspector undertook a joint observation with the manager and discussed children's progress with the manager.
- The inspector sampled a range of documentation, such as policies, procedures and children's learning records.
- The inspector spoke to children, parents and staff and took their views into account.

Inspector

Anja Eribake

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Managers and staff are aware of their roles and responsibilities to safeguard children. They discuss the procedures to follow if they have a concern about a child's safety and welfare. Even though the managers monitor staff's ongoing suitability to care for children, they do not fully monitor staff's effectiveness to identify some weaknesses in their teaching. Staff complete the progress check for children aged two years and track children's achievements to identify gaps in their learning. Staff and managers have a good understanding about what children should know and learn. However, managers have not put effective systems in place to tackle weaknesses in teaching.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. Older children are not always effectively engaged in play, and staff miss opportunities to extend children's learning. Staff's interactions with the older children are limited and do not consistently demonstrate how much fun learning can be during play. For example, when children played in the mud kitchen and started talking about needing 'loads of soil', staff did not recognise the opportunity to intervene to extend children's learning and enjoyment. However, babies thoroughly enjoy staff's attention and engagement in activities. When playing with the sensory lights in a tent, staff talk about light and dark and the different colours they can see. The younger children readily try to repeat the words, developing their communication and language skills. Staff in the baby room know the children very well and effectively support their curiosity and interest. Even though all staff take observations and make regular assessments of children, they do not consistently support children effectively to achieve their next steps in learning.

Personal development, behaviour and welfare require improvement

Overall, children behave well. They play together, share resources and learn about turn taking, for example, when using the climbing frame in the garden. However, due to the weakness in teaching, staff miss opportunities to teach children about the behaviour expected. Staff ensure children are able to learn in a safe and enabling environment. They complete regular risk assessments and supervise children effectively, indoors and outdoors. Children from a young age are encouraged to wash their hands before snacks and meals, helping them to learn about self-care skills.

Outcomes for children require improvement

Due to the weakness in teaching, some children do not make the best progress possible. However, they gain skills needed for their future learning, including their move to school. They become independent learners, using resources in safe and appropriate ways to enrich their self-initiated play. Children are active and develop good physical skills, including fine motor skills needed for writing. For example, children are able to use chalk outdoors to draw a rocket on the floor where they can all fit in.

Setting details

Unique reference number	EY539470
Local authority	Bexley
Inspection number	10067483
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	34
Number of children on roll	54
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	01322 431008

Spring - Northumberland Heath re-registered in 2016. The setting operates Monday to Friday from 8am to 6pm throughout the year. The nursery employs 13 staff, with the majority holding appropriate early years qualifications. The nursery manager holds a level 6 qualification and has early years professional status. The nursery provides funded nursery education places for two-, three- and four-year-olds.

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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