

# Forest Hill Nursery

Living Springs International Church, 8-10 Devonshire Road, LONDON  
SE23 3TJ



<b>Inspection date</b>	11 September 2018
Previous inspection date	28 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is inadequate

- Recruitment procedures are not rigorous enough to ensure the suitability of staff who work with the children. This puts children at risk.
- The provider does not ensure that at least one member of staff who holds a valid paediatric first-aid qualification is available at all times when children are present. This compromises children's well-being.
- Self-evaluation is not fully effective. Some weaknesses have failed to be identified, which has resulted in breaches of the safeguarding and welfare requirements.

### It has the following strengths

- Arrangements to monitor children's progress are effective. Staff and the management team work well together to identify and address concerns about children's communication and language development at an early stage. All children, including those who speak English as an additional language, make good progress from their starting points.
- Staff support children well to help them build on their understanding of routines. For instance, they support a smooth transition for children from a circle-time activity to snack time. Children learn to wait for their turn to wash their hands. Staff keep them engaged as they wait, which helps to support their uninterrupted learning.
- Overall, staff work well in partnership with parents. They build positive relationships with them and know about children's individual families. Staff prepare children well for school overall.

## 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
improve the procedures for the recruitment of staff so that leaders can be assured that people who work with children are suitable to do so	30/09/2018
ensure that staff who hold a paediatric first-aid qualification are available at all times when children are present, to meet their needs in the event of an accident.	30/09/2018

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

- improve arrangements for self-evaluation to identify and address all breaches and weaknesses to practice and provision
- strengthen arrangements to consistently update all parents about their children's most recent learning experiences
- strengthen the promotion of children's early reading skills, with particular regard to older children's understanding of sounds and letters.

### Inspection activities

- The inspector observed the children and how staff interacted with them.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector took account of the views of parents and children.
- The inspector observed an activity jointly with the manager and assessed the arrangements for monitoring staff performance.
- The inspector held discussions with the provider at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are ineffective. Recruitment procedures are not sufficiently robust. The provider completes Disclosure and Barring Service checks for staff. However, she does not always seek relevant information, such as employment history, or obtain suitable references to help support a safe recruitment process. Weaknesses in evaluating the provision, with particular regard to staff training, mean that the provider failed to identify that the paediatric first-aid certificates had expired for all but one member of staff. This means that there is an inadequate number of paediatric first-aiders to deploy effectively, for instance, when some children go on an outing and the others stay at the setting. These weaknesses in practice put children at risk and have a significant impact on children's health and well-being. Nevertheless, the provider monitors teaching practice regularly and identifies opportunities to support staff professional development in some areas. For example, recent training around behaviour management has seen improvements to the strategies staff use to deal with children's behaviour. Staff understand how to identify signs and symptoms that cause concern for children's welfare and they know how to refer child protection issues.

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

The staff team engages well with the children and plans interesting activities to stimulate their learning continually. Staff support children well to help them build on their understanding of technology. For instance, older children explore shining a torch in a dark tent and young children press buttons and observe the lights and sounds as they explore electronic equipment. Staff stimulate young children well to help them build on their creativity. Babies eagerly explore musical instruments, such as bells and shakers. Staff encourage children's responses and participation well, for instance, during a singing activity. The provider establishes close links with local schools and professionals to help support a shared approach to children's learning. Staff provide opportunities for parents to meet with them to discuss their child's progress, although this is something the provider continues to build on to ensure all parents are well informed about their child's learning.

### Personal development, behaviour and welfare are inadequate

Failings in meeting some of the safeguarding and welfare requirements mean that children's health and safety cannot be assured. However, children are emotionally secure. Babies form close bonds with their key person. For instance, they enjoy being sung to and cuddle in their key person's arms when they are tired. Children behave well and enjoy sharing their experiences with others. For instance, older and younger children work well together as they wash and clean resources, such as building blocks. Children respond well to praise and encouragement from staff. They develop positive self-esteem. Young children build on their physical development. For instance, they explore jumping on a small trampoline. Staff provide opportunities for children to learn about different cultures and traditions. Children learn to value differences.

### Outcomes for children are good

Babies are fully engrossed in activities and develop their independence skills from an

early age. They make choices about what they play with, but they know staff are close by if they need support. Young children show good communication and language skills. For instance, they repeat words, such as 'duck' and 'cup'. Older children use mathematical language, such as 'more' and 'less', as they explore transferring water between containers. Older children enjoy stories and books and are beginning to show an interest in sounds and letters.

## Setting details

<b>Unique reference number</b>	EY446524
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10075171
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Sophia Blankson and Joel Ajala Partnership
<b>Registered person unique reference number</b>	RP531598
<b>Date of previous inspection</b>	28 June 2016
<b>Telephone number</b>	02082911960

Forest Hill Nursery registered in 2012. It is located in Forest Hill, in the London Borough of Lewisham. The nursery is open Monday to Friday from 7.30am to 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. There are seven staff who work at the setting, six of whom hold a recognised early years qualification at level 2 or above.

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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