

Nicki Day Nursery Ltd

Nicki Day Nursery, 190 Southampton Way, LONDON SE5 7EU



Inspection date	2 October 2018
Previous inspection date	12 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 for monitoring staff performance are not fully effective. For example, the leadership team does not ensure that staff carrying out observations on peers are skilled enough to identify where improvements in teaching can be made.
- The quality of teaching is variable across the setting. Some staff, particularly those working with babies and toddlers, do not use what they know about children to provide them with opportunities and experiences that reflect their interests and developmental needs. This means that young children, particularly those learning English as an additional language, do not make as much progress as they should.
- Staff do not manage children's behaviour consistently in ways that teach children about what is expected and why.
- The key person system is not effective. Staff do not engage parents who are reluctant to contribute to their children's learning. As a result, staff do not receive accurate information about children, particularly on entry, and this leads to delays in addressing gaps in children's learning.

It has the following strengths

- Staff promote children's health and well-being by supporting children to wash their hands, brush their teeth and providing arrangements for sleep, when needed.
- Staff working with pre-school children are interested in what children tell them and are skilled at taking children's learning forwards.

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
Ensure the arrangements for coaching and training staff are effective and staff are given the help they need to improve the quality of teaching, particularly those working in the toddler room.	09/11/2018
Use what staff know about children's development needs and their interests to engage all children in activities and experiences that help them to develop to the next stage in their learning.	09/11/2018
Ensure that all parents share information about their children's learning, development and previous experiences in order for staff to plan activities and experiences that meet each child's individual needs so they make as much progress as possible.	09/11/2018
Make sure that strategies to manage children's behaviour are consistent, positive and support children to understand what is appropriate behaviour and why.	09/11/2018

Inspection activities

- The inspector observed activities both indoors and in the outside areas.
- The inspector spoke to children, staff, and managers at appropriate times during the day. She held a meeting with the managers.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, evidence of training and a range of other documentation including, policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have an adequate understanding of the nursery's child protection procedures and follow risk assessments to keep children safe in the outdoor areas and on outings. The leadership team has taken action to address weaknesses identified at the last inspection. However, they have not identified, and taken prompt action to address, weaknesses in the quality of teaching in the toddler room. In addition to this, the leadership team has not monitored the effectiveness of their systems for addressing under-performance. For example, they have not ensured that staff carrying out observations on the practice of their peers have the skills to accurately identify where improvements can be made.

Quality of teaching, learning and assessment requires improvement

Staff working with toddlers do not recognise opportunities to engage children in activities. For example, when a toddler, who has had minimal interaction with staff and other children, shows interest in using the car to make marks in the paint, staff take the car away from the child. Conversely, staff working with pre-school children understand how children learn best and use what they know and say to take their learning further. For example, when children show interest in where fruit comes from staff help them to use the map of the world to look at the different countries. Staff do not always do enough to engage parents who are reluctant to share information about their children. This means that, sometimes, information about what children can do when they start the nursery is not used to inform planning. This includes children learning to speak English as an additional language and those with involvement from other professionals.

Personal development, behaviour and welfare require improvement

Staff do not consistently support children's understanding of what is expected and why or how to identify risks. For example, they do not explain to toddlers why they should not climb on chairs or on the giant 'Connect Four' game. Pre-school children are keen to learn. They ask questions, are confident to try new things and take enjoyment out of reading stories to their friends. Children learn to care and show respect for one another, share willingly and help their friends. Staff encourage pre-school children to drink their water often, be physically active and to grow their own vegetables. As a result, they learn to be healthy.

Outcomes for children require improvement

Pre-school children develop the skills they need to be ready for school. They ask questions, are excited to learn and develop the skills they need to be independent. However, the variability in the quality of teaching means younger children, particularly those learning to speak English as an additional language and those with gaps in their learning, do not make as much progress as possible.

Setting details

Unique reference number	EY287524
Local authority	Southwark
Inspection number	10070755
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 months - 5 years
Total number of places	30
Number of children on roll	22
Name of registered person	Nicki Day Nursery Limited
Registered person unique reference number	RP907685
Date of previous inspection	12 April 2018
Telephone number	07944 472 205

Nicki Day Nursery registered in 2004 and operates from a detached house in Camberwell, London. The setting is open each weekday from 7am to 6pm for 51 weeks of the year. The nursery supports children who have special educational needs and/or disabilities and a number of children who speak English as an additional language. There are eight members of staff who work directly with the children, all of whom hold relevant early years qualifications.

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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