

# Spring - Clare Gardens

349 WESTBOURNE PARK ROAD, LONDON W11 1EG



<b>Inspection date</b>	24 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Staff do not give sufficient consideration to the hygiene of areas where babies crawl.
- The management team does not monitor staff's practice regularly and effectively to help raise the quality of teaching to a consistently good standard across the nursery.
- The management team does not check children's progress carefully enough to help identify and close any gaps in children's learning. Also, they do not keep track of the progress that different groups of children make, to address specific learning needs promptly. This hinders children from reaching their full potential.
- Not all staff help children to understand the effect their action has on themselves or others.

### It has the following strengths

- Staff promote children's independence well. They help young children learn to use eating utensils at mealtimes. Staff encourage older children to help prepare snacks.
- The indoor environment is appropriately organised, which helps children to access resources and make choices about their play.
- Staff speak clearly, act out words, and model correct forms of speech when talking to children. This helps to support children's language development, including those who are learning to speak English as an additional language.
- Staff foster meaningful partnerships with parents, which promote continuity of care for children. Parents speak positively about the care and learning their children receive.

## 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
take necessary steps to support the good health of all the children, particularly in relation to the risks of cross-contamination posed to crawling babies	25/10/2018
improve systems to monitor staff's practice, which includes coaching and training to enhance their knowledge and skills, and raise the quality of teaching to consistently good levels	14/11/2018
improve the effectiveness of assessments to track children's progress precisely to support their learning effectively, and to identify any intervention needed for different groups of children.	14/11/2018

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

- provide further opportunities to help children learn how to manage their own behaviour, and to understand how their behaviour affects others.

### Inspection activities

- The inspector observed children play and staff's interaction with children in the indoor and outdoor play areas.
- The inspector held regular discussions with the cluster manager and acting deputy manager about the nursery practices and procedures.
- The inspector spoke to staff and children at appropriate times, and also spoke to parents to gain their views about the nursery.
- The inspector carried out a joint observation with the acting deputy manager.
- The inspector examined documentation, including a sample of children's assessment records, policies and procedures, staff's records, medication and accident records, and the register of attendance.

### Inspector

Jennie Liverpool

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff undertake regular risk assessments to remove any hazards, in and outside of the premises, that may pose a risk to children's safety. The management team has suitable recruitment and vetting processes so that staff are recruited appropriately. Some staff are qualified to administer first aid if a child has an injury. The management team occasionally monitors staff's practice and provides some guidance to help staff improve. However, this does not support all staff to help raise the quality of teaching to a good level. Assessments are not fully effective. Staff have suitable knowledge of safeguarding issues and know how to proceed if they have concerns about the welfare of a child. They implement appropriate procedures for the use of mobile phones. All relevant records are well maintained.

### Quality of teaching, learning and assessment requires improvement

Not all staff use their assessments effectively to monitor children's progress and help them make the best possible progress. On occasions, some staff are slow in setting up activities. The children are left waiting for the activity to start and some lose interest and walk away. At times, during group activities, staff do not always engage some of the less confident children effectively to increase their enjoyment. Staff encourage children's interest in books. They read stories to babies and young children in small groups, and use props, when possible, to help them join in. Staff help children to develop their counting skills, and to learn some mathematical words. This suitably promotes their basic mathematical skills.

### Personal development, behaviour and welfare require improvement

There are suitable numbers of staff caring for children. Staff obtain relevant information from parents when children start at nursery, to help meet children's individual needs. Babies and children are settled. They form attachments to their key persons and close relationships with each other. Although staff are aware of the nursery's procedures, at times, they do not follow them. For example, staff in the baby room do not keep the floor hygienic for babies. Children learn to share and take turns. However, staff do not consistently help children understand the effects their behaviour has on others. Children enjoy nutritious meals that meet their special dietary needs.

### Outcomes for children require improvement

Most children are confident. They are developing their communication skills. Children demonstrate growing physical abilities as they take part in physical activities. Babies and young children learn to use their senses to experiment with natural materials. Some children can accurately count up to 15. However, weaknesses in teaching and the assessment systems prevent children from making as much progress as they could.

## Setting details

<b>Unique reference number</b>	EY541111
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10081877
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 7727 2725

Spring - Clare Gardens registered in 2016. It is based in the Ladbrooke Grove area of London. The setting is open Monday to Friday, from 8am to 5.45pm, all year round. It receives funding for free early years education for children aged two, three and four years. There are 10 members of staff, all of whom hold recognised childcare qualifications at level 3 and level 6.

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