

Bundles of Joy

11 The Glebe, Prentis Road, London SW16 1QR



Inspection date	18 October 2018
Previous inspection date	6 May 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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

- Staff do not have a secure enough understanding of safeguarding procedures. Furthermore, they do not act swiftly enough to identify or remove hazards to children. This compromises children's safety and well-being.
- Leaders have not ensured that recruitment of new staff is robust. For example, gaps in employment history are not consistently followed up with staff. This means that the suitability of staff cannot be assured.
- Staff do not consistently manage children's behaviour appropriately. As a result, children are not given clear messages about what is expected of them and their learning is significantly disrupted.
- The key-person system is ineffective. Staff do not have an accurate knowledge of the capabilities of their key children to enable them to plan or meet their individual needs.
- Systems to monitor the quality of teaching are not rigorous enough. In addition, arrangements for the supervision of staff's practice are ineffective. This means that teaching is inconsistent and of poor quality.
- Staff do not make effective use of initial information gathered from parents, observations and assessment. Furthermore, staff do not complete the required progress checks for all children aged between two and three years. As a result, they are unable to identify and monitor any progress children are making.
- Children are not sufficiently challenged during play. Furthermore, interactions between staff and children are of poor quality and do not support children's learning and development. This hinders children's overall progress.

It has the following strengths

- Parents have positive relationships with staff and are generally happy with the care provided.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all staff have an up-to-date knowledge of safeguarding procedures and know what to do if they have concerns about other staff's behaviour towards children or if an allegation is made against them	11/12/2018
improve the procedures for the safe recruitment of staff so that any gaps in employment are followed up and a full employment history check is undertaken	11/12/2018
ensure that the system for the induction and supervision of staff provides coaching and training to improve staff's practice and is implemented on a regular basis	11/12/2018
ensure key-person arrangements are effective so that care is tailored to children's individual needs to help them progress in their learning and develop independence	11/12/2018
ensure that all staff consistently manage all aspects of children's behaviour appropriately	11/12/2018
improve risk assessment procedures to ensure that staff act swiftly to remove identified hazards to children both indoors and outdoors.	11/12/2018

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

	Due date
plan and deliver a challenging and enjoyable range of activities for children to ensure they are active learners	11/01/2019
improve the quality of staff's interactions with children so that conversations are engaging and encourage children to explore and develop their own ideas	11/01/2019
develop staff's understanding of the areas of learning so that the educational programme provides children with ample opportunities to make good progress in their learning	11/01/2019
ensure progress checks are completed for children aged two to three years and provide parents with a written summary	11/01/2019

gather initial information gained from parents about children's starting points so that an accurate picture of children's progress is obtained	11/01/2019
ensure that observations and assessments are accurate and are used effectively to plan for and monitor children's development.	11/01/2019

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector carried out a joint observation with the manager, and observed the quality of teaching and interactions between staff and children during play sessions.
- The inspector held a meeting with the manager regarding the leadership and management of the nursery.
- The inspector viewed a sample of documentation, including children's progress records.
- The inspector gained feedback from parents and considered their views.

Inspector

Christine Davies

Inspection findings

Effectiveness of leadership and management is inadequate

The nursery has not met the statutory requirements of the early years foundation stage. Although the manager has devised an action plan to make improvements, it is not well established to ensure consistently good staff practice. Safeguarding is ineffective. Safeguarding procedures are in place, but some staff are not confident in using them. Some staff are unclear about procedures to follow if allegations against them occur. Furthermore, their knowledge and understanding of these procedures are not checked regularly. This means that gaps in their learning are not tackled promptly. Recruitment procedures are not robust. For example, gaps in employment history for new staff are not followed up quickly. Therefore, staff's suitability is not assured. Induction for new staff lacks rigour. As a result, they are not able to fulfil their role effectively. In addition, staff supervision does not occur often enough. It is not used to monitor staff practice and improve the quality of teaching. Risk assessments are ineffective. Staff fail to act swiftly to prevent children from placing themselves at risk of harm. For example, in the garden, staff do not intervene when children stand on the bicycles to reach equipment. At mealtimes, staff do not always notice when children walk around the room while eating. This compromises children's safety.

Quality of teaching, learning and assessment is inadequate

Assessment of children's learning and development is not rigorous enough. Staff do not have a secure understanding of children's stages of development to move them on to the next stage of their learning. Observations of children's progress are inconsistent. Furthermore, records of children's progress are incomplete, including progress checks for children aged two to three years. As a result, staff are unable to identify strengths and areas where children's progress is less than typical. The quality of teaching is poor. Staff do not have high enough expectations of what children know and can do. This includes children who may need extra support or those who speak English as an additional language. The learning environment lacks challenge and resources are poorly organised. This means children are often bored and restless. Some resources are of poor quality. For example, some books provided to children are torn or have pages missing. This limits children's awareness of print and enjoyment of stories. Interactions between staff and children are minimal and do not support children's learning and development adequately. For example, during outdoor play, staff merely supervise children. They fail to engage children in interesting conversations or encourage them to build on their physical skills. As a result, children do not make as much progress as they should.

Personal development, behaviour and welfare are inadequate

Staff do not work in a consistent or appropriate way when managing children's behaviour. Children receive mixed messages and are unclear about expectations of how they should behave. For example, when disputes between children occur, these are often ignored by staff. At other times, staff tell children 'stop it' or 'behave yourself', but no explanation is given. Furthermore, staff do not take prompt action when children's behaviour deteriorates. For example, during circle time activities, some children climb on the furniture and distract other children. As a result, children are disengaged, and their learning is significantly disrupted. The key-person system is not effective. Staff do not

have a secure understanding of their role. Furthermore, they do not know enough about the needs of their key children. For example, initial information gathered from parents about children's care routines is not implemented consistently. This means that, at times, children who require additional support do not develop their independence and self-care skills as well as they should.

Outcomes for children are inadequate

The impact of teaching on children's progress is not good enough. Most children are familiar with the daily routine and make some choices about their play. However, children's needs are not consistently met. For example, younger children do not take part in enough activities to extend their learning. Children, including those who speak English as an additional language, are not provided with the help they need to develop their communication and language skills. As a result, children do not learn a range of skills to prepare them well enough for the move to school.

Setting details

Unique reference number	EY487134
Local authority	Lambeth
Inspection number	10078928
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 8
Total number of places	25
Number of children on roll	25
Name of registered person	Q7 Group Limited
Registered person unique reference number	RP901023
Date of previous inspection	6 May 2016
Telephone number	07837644628

Bundles of Joy registered in 2015 and is located in the London Borough of Lambeth. It operates Monday to Friday from 7.30am to 6.30pm, all year round. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are nine members of staff who hold qualifications from level 2 to level 5.

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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