

# Lloyd Williamson Nursery

Lloyd Williamson Schools, 12 Telford Road, London, Middlesex W10 5SH



## Inspection date

Previous inspection date

1 April 2019

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
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

- The provider does not offer staff effective support and coaching to help improve their knowledge and teaching practice.
- The provider does not ensure that all staff have a sufficient knowledge of current and wider safeguarding issues, particularly the 'Prevent' duty agenda. This puts children's welfare at risk.
- Some staff do not observe and assess children's learning adequately. This results in ineffective teaching.
- Staff do not plan activities that are stimulating and suitably challenging to keep children motivated to learn. Outdoor resources lack considerable planning and imagination. Children do not make adequate progress.
- Self-evaluation is weak. The provider does not have an accurate overview of the quality of the provision. She has taken ineffective steps to tackle some of the identified weaknesses in practice.

### It has the following strengths

- The provider follows suitable recruitment and vetting procedures to check staff are suitable to work with children. She takes appropriate steps to deal with complaints and allegations against staff.
- The provider assigns a key person to individual children, who forms positive relationships with them. Children show that they are settled and emotionally secure.
- Children have opportunities to develop their independence skills, such as at meal times.

## 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
establish effective arrangements for the supervision of individual staff to provide support, coaching and training, to improve knowledge and teaching practice	10/05/2019
ensure staff gain a sufficient knowledge and understanding of all safeguarding matters, particularly the 'Prevent' duty guidance for England and Wales 2015, to keep children safe from harm	10/05/2019
improve the systems for observing and assessing children's learning, to help them to make good progress in all areas of learning	10/05/2019
plan stimulating and suitably challenging activities that match children's age and stage of development, including those who prefer to learn outdoors.	10/05/2019

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

- improve the self-evaluation process to quickly identify and tackle all areas for development, to benefit children and their families.

### Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector sampled a range of documents, including safeguarding procedures, accident and incident records and staff's suitability checks.
- The inspector toured the premises with the provider and discussed how they operate the provision. She discussed risk assessment procedures with the provider.
- The inspector spoke with staff and parents to gain their views about the provision. She interacted with children at appropriate times during the inspection.
- The inspector held meetings with the provider and the nursery manager. She discussed with them how they evaluate the provision and the safeguarding procedures.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider has failed to recognise that staff receive inadequate support and training to develop their professional effectiveness. This does not ensure that staff are confident in their roles and responsibilities. Safeguarding is ineffective. Some staff lack knowledge of child protection issues, particularly the signs that are associated with extreme views and behaviours. This does not ensure that children are safeguarded appropriately. However, staff are aware of the reporting procedures to follow should they need to report a concern about a child or the behaviour of another adult. The provider does not reflect on the provision rigorously to identify all areas for improvement, particularly with regard to children's learning and welfare. She does not tackle weaknesses promptly enough to improve outcomes for children.

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

Some staff do not observe and monitor children's progress adequately to identify next steps in their learning. This limits staff's ability to plan stimulating and suitably challenging activities. As a result, more than occasionally, children are bored and disengaged. For example, during group activities, older children distract their peers, which hinders their learning and those of others around them. Outdoors, the learning environment is unimaginative and the resources are limited. This leads to older children using toys that are not matched to their age and stage of development. Young children do not have sufficient resources to support and extend their play. For instance, they find bowls for role play but these are empty, so they cannot develop their ideas and creativity. Nevertheless, staff talk to children and sing songs that help to develop their language and literacy skills.

### Personal development, behaviour and welfare are inadequate

Children's personal development and welfare are compromised. This is because of the weaknesses in leadership and teaching. Staff do not engage children well enough in purposeful play. This does not give children the confidence in their abilities. Despite this, staff are deployed appropriately and maintain the correct adult-to-child ratios. They provide children with nutritious food and drink that meets their individual dietary needs. Staff manage children's behaviour appropriately. They help children to recognise similarities and differences between people in the wider world. Staff inform parents about their children's development, including how they deal with accidents and incidents. Parents interviewed during the inspection gave positive feedback about the nursery. They praised staff's warm and gentle approach with the children.

### Outcomes for children are inadequate

Children do not gain all the skills that they need for the next stage of their learning, including their move on to school. Young and older children receive inadequate stimulation and challenge to enable them to make the progress of which they are capable. For example, boys and girls have limited opportunities to build on and extend their skills, including their physical development. Despite this, children have some understanding of mathematical ideas, such as counting.

## Setting details

<b>Unique reference number</b>	EY560930
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10100961
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Lloyd Williamson Schools Ltd
<b>Registered person unique reference number</b>	RP560927
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02089620345

Lloyd Williamson Nursery registered in 2018 and is located in the London Borough of Kensington and Chelsea. The nursery is open Monday to Friday from, 7.30am until 6pm, except bank holidays. There are currently 14 members of staff who work directly with the children; of these, five hold relevant childcare qualifications at level 2 and six staff members hold childcare qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four-years-old.

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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