

# Little Elms Daycare Shirley

Doctors Surgery, 2 South Way, Croydon CR0 8RP



<b>Inspection date</b>	26 April 2019
Previous inspection date	27 October 2017

<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		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 ensure that sufficient numbers of staff are available at all times to meet children's needs and ensure their safety and welfare. This puts children at risk.
- The provider does not ensure that staff are deployed effectively. Consequently, staff are unable to fully support the children's individual needs and learning.
- Staff supervision and the monitoring of staff practice are ineffective. Although goals for professional development are agreed and training provided, the quality of teaching remains weak and staff have a poor understanding of the learning and development requirements. Staff are therefore unable to promote children's progress in all areas.
- The key-person system is not securely embedded within the setting. Not every child has an assigned key person. Children who start at the setting or are moving rooms are not supported sufficiently to build settled relationships. This has a negative impact on children's emotional well-being.
- Staff's assessments and knowledge of children's progress are poor. Observations are either missing, incomplete or inaccurate and do not reflect children's achievements effectively. Consequently, staff do not consistently plan activities which support children to reach their full potential.
- Self-evaluation does not identify all areas to improve and breaches of requirements.

### It has the following strengths

- Staff provide children with nutritiously balanced meals. They demonstrate a clear knowledge of children's allergy and dietary requirements.

## 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 there are sufficient staff to meet staff:child ratios at all times, and in particular during the first hour the setting is open each day	16/05/2019
ensure that staff are deployed effectively to maintain appropriate supervision of children, to meet children's emotional and learning needs and ensure their safety	16/05/2019
implement an effective key-person system that offers a settled relationship for the child and helps them to become familiar with the setting, and that builds relationships with parents	16/05/2019
improve the effectiveness of staff supervision so that staff practice is monitored and evaluated, and appropriate support and training is delivered to help staff understand their roles and responsibilities, raise the quality of teaching skills and meet children's needs.	16/05/2019

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

	Due date
implement an effective system of observation and assessment to gain an understanding of children's starting points and recognise any gaps in their development and achievements so their next steps in learning can be identified and supported.	16/05/2019

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

- use self-evaluation to identify areas for improvement and address all breaches in the requirements effectively.

### Inspection activities

- The inspection was carried out as part of a risk assessment process.
- The inspector viewed interactions between the staff and children during play experiences and planned activities indoors and outdoors.
- The inspector spoke to parents during the inspection and considered their views.
- The inspector conducted a joint observation with the provider to assess how leaders monitor staff practice.
- The inspector viewed a range of documentation, including policies and procedures, complaints, accidents records and staff recruitment records.
- The inspector also spoke to the provider, operations manager, staff and children at appropriate times during the inspection.

**Inspector**

Joanna Wilkinson

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staffing arrangements, particularly during the first hour of opening, do not always ensure that there are enough staff for the number of children present. This compromises children's safety and welfare. There are significant weaknesses in the overall organisation and deployment of staff. For example, not all staff work with the same children each day, and not all children have a key person to help them settle and develop secure relationships. The provider supports staff to attend some training courses. However, arrangements for the monitoring and coaching of staff do not adequately focus on strengthening the quality of practice in the nursery. Although the provider has a realistic view of the current practice, this has not ensured sufficient improvement to secure good outcomes for children. Self-evaluation is weak. The provider has failed to recognise and address breaches in the requirements. Staff have appropriate knowledge of child protection issues and know how to report concerns to relevant agencies. The provider follows suitable recruitment and vetting procedures.

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

There is no consistency to children's assessments. Staff do not carry out regular and precise observations. Where written assessments have been completed, they show emerging gaps in children's progression. Staff state that these are not a true reflection of the children's abilities. However, staff are unable to demonstrate a robust understanding or knowledge of children's learning and development. The quality of teaching is not consistently good enough throughout the nursery. Staff understand child development, but weak staffing arrangements and deployment mean they do not help all children acquire the interest and confidence to learn and develop effectively. For example, on the day of inspection, staff working with the pre-school children had joined from sister nurseries in the absence of regular key people. Planned activities for the pre-schoolers had not been considered in advance, and some staff were not familiar with individual children's abilities. Although staff interact with the pre-schoolers in play, there is a lack of variety and appropriate challenge in some activities to support the specific next steps of development of all children. However, toddlers concentrate well at times, listening to stories, and they enjoy making marks with paint stamps on paper. Babies show interest in sensory picture books and begin to repeat words and sounds. Significant weaknesses in the key-person system mean parents do not always know who is responsible for their child, to promote a consistent approach to support children's care and learning needs. Nonetheless, parents comment that they receive information about their child's day and staff respond to parents' communication.

### Personal development, behaviour and welfare are inadequate

Due to high staff turnover and staff sickness, children are often without a key person. Consideration is not given to new children or children moving rooms. For example, children are often in a different room to familiar staff and insufficient information is shared. This means that staff do not provide consistency in the provision for each child's care and individual needs. Significant weaknesses in the key-person arrangements compromise children's welfare and learning. Some children do not consistently know who will be caring for them and managing their personal care needs each day. This affects

how children gain a sense of security and emotional well-being and does not support them in separating from their parents well. For instance, on arrival, some children are unsettled and upset and do not engage in play easily. Staff are caring and friendly, and they comfort these children, but this leaves other children with limited attention. Some stand alone or wander for long periods not knowing what to do. Babies have their nappies changed regularly, but not consistently by the same staff member.

### **Outcomes for children are inadequate**

Children do not all make the progress they are capable of and are not consistently challenged. There is a lack of sufficient assessments and knowledge to help establish how children are developing. This means there are limited plans to help all children to extend their learning. However, they gain some of the skills that help prepare them for school or their next stage in learning. For example, they are developing some independence skills and like playing with each other and socialising.

## Setting details

<b>Unique reference number</b>	EY489229
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10103665
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Little Elms Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902320
<b>Date of previous inspection</b>	27 October 2017
<b>Telephone number</b>	02382022462

Little Elms Daycare Shirley registered in 2015. It is located in the London Borough of Croydon. The nursery opens each weekday from 7.30am to 6pm, for 52 weeks of the year. The provider employs 31 staff. Of these, 19 staff have early years qualifications from level 2 to an early years degree. The nursery receives funding to provide free early education for children aged two, three and four years.

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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