

# One World Lambeth

9 Knowle Close, LONDON SW9 0TQ



<b>Inspection date</b>	8 May 2019
Previous inspection date	13 November 2018

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

### This is a provision that requires improvement

- Arrangements for staff supervision and professional development are not fully embedded. As a result, teaching in the nursery is not routinely strong.
- Staff working with babies do not focus enough on developing their communication and language skills. For example, they do not always talk to babies meaningfully and engage them in order to extend their learning.
- Staff do not routinely support children to learn how to keep themselves safe. For example, they do not explain why babies should not run on the steps or climb on the chair.
- Routines for babies do not always meet their individual needs. For example, babies wait at the lunch table for long periods of time without any meaningful play, learning or interaction.

### It has the following strengths

- The provider has taken appropriate action to make improvements since the last inspection. The new manager has high expectations of staff, and a clear understanding of where further improvements need to be made.
- Pre-school children enjoy a rich variety of well-planned activities and experiences that meet their interests and developmental needs. As a result, they are constantly engaged in play and learning, and communicate and explore with confidence, using their imagination.
- Children learn about diversity and their local community. For example, they celebrate festivals, eat a range of foods and enjoy regular trips to local cultural centres.

## 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 arrangements for staff supervision and professional development are embedded, so that the quality of teaching becomes routinely strong across the nursery	28/06/2019
improve staff's understanding of how to help children understand why rules are in place, so that children learn how to keep themselves safe.	28/06/2019

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

- review the routine in the baby room so that children's individual needs are met, and their learning and development are supported throughout the day
- ensure staff working with babies routinely use effective teaching techniques so that they make good or better progress.

### Inspection activities

- The inspector observed activities indoors and outside.
- 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 of a learning activity with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, the nursery's action plan, evidence of recruitment and a range of other documentation, including policies and procedures.

**Inspector**  
Sam Colderwood

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider has implemented a robust action plan and has made considerable progress since the last inspection. This is most notable in how the learning environment is organised. Children enjoy a wide range of exciting resources and activities, particularly in the pre-school room. Safeguarding is effective. There are improved processes for recruiting staff. Risk assessments are effective and help to keep children safe in the setting and on outings. There have been some recent changes in the staff team, including a new manager. The new manager is at an early stage of implementing a programme of supervision and professional development for staff. As a result, weaknesses in teaching, particularly in the baby room, have not yet been addressed.

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

Older children are well prepared for school. They develop physical skills needed later for writing. For example, pre-school children use tongs to serve their fruit at snack time. Children learn to be independent, for example by putting on their coats and boots to play outside. Staff in the pre-school room know the children well, and plan rich opportunities for learning. As a result, children become confident learners who can complete simple sums. However, the quality of teaching and learning varies across the nursery. For example, staff working with babies, particularly those learning to speak English as an additional language, do not focus enough on developing communication skills.

### Personal development, behaviour and welfare require improvement

Staff in the pre-school room manage children's behaviour well and are role models to them. They use positive techniques to support children who find it difficult to make friends and share. For example, children use a sand timer to see how long they have left to play with the fire engine. Staff working with babies do not always teach them how to keep themselves safe. For example, if a baby is about to put a paintbrush in their mouth, staff take the paintbrush away without explaining why. In the pre-school room, staff regularly communicate with children about routines and what is going to happen next. As a result, children are confident and happy and their needs are met. However, the routine in the baby room does not meet all children's needs. For example, some babies are too tired to eat when their lunch arrives. As a result, they become unsettled and miss out on this social opportunity with their peers. Children learn to be healthy and enjoy daily outdoor activities.

### Outcomes for children require improvement

Babies do not make as much progress as they could. Staff do not plan activities and experiences for babies that challenge them sufficiently. Pre-school children, including those with special educational needs and/or disabilities, make good progress from their starting points. They enjoy a rich variety of experiences, both indoors and outdoors. For example, they use knives to cut fresh vegetables in the kitchen area during outside play.

## Setting details

<b>Unique reference number</b>	EY385734
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10085726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	One World (UK) Limited
<b>Registered person unique reference number</b>	RP910962
<b>Date of previous inspection</b>	13 November 2018
<b>Telephone number</b>	02079249505

One World Lambeth registered in 2009 and is located in the London Borough of Lambeth. The nursery is open from 7.30am until 6.30pm, Monday to Friday, except for bank holidays. It employs nine members of staff. Of these, one holds an appropriate early years qualification at level 6, five hold level 3 and two hold level 2.

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