

# Bundles of Joy

11 The Glebe, Prentis Road, London SW16 1QR



## Inspection date

18 April 2019

Previous inspection date

18 October 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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

- Since the previous inspection there have been changes to the management team. As a result, the provider is now the manager. She has acted to address weaknesses. However, some of these changes are not fully embedded and require further improvements.
- Staff's performance is not monitored effectively enough to develop their skills and improve the quality of teaching. As a result, weaknesses in practice are not tackled promptly.
- Staff do not consistently use information gathered from assessments effectively. This means an accurate picture of children's ongoing progress is not always obtained.
- Key-person arrangements are in place for each child. However, additional support for children who find it difficult to settle into nursery routines is still being established.
- Occasionally, staff do not keep an accurate record of children's attendance. As a result, it is not always clear when children attend the setting.
- At times, children's communication and language skills are not promoted effectively. Consequently, children do not make as much progress as they could.

### It has the following strengths

- The recently improved the learning environment increases children's access to different experiences which aid their learning. For example, children stimulate their senses and learn new skills when exploring activities in the new sensory room.
- Partnerships with parents are strong. The views of parents are valued by the provider and staff. They make time to talk to parents and share information. This ensures that parents are involved in their child's learning.

## 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
keep an accurate record of children's hours of attendance.	07/06/2019

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

- monitor staff performance more effectively so that the quality of teaching and assessment is improved to raise outcomes for children
- sharpen self-evaluation to secure rapid improvement across all areas of the nursery
- further develop strategies used to help children settle upon arrival at nursery, so that there is minimal disruption to their learning
- ensure staff fully support children's developing communication and language skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outdoor play.
- The inspector carried out a joint observation of a planned activity with the provider.
- The inspector looked at a variety of relevant documentation, including children's and staff's records, self-evaluation and records of observation, assessment and planning.
- The inspector spoke to parents and staff, and took account of their views.

#### Inspector

Christine Davies

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider has addressed the actions raised at the previous inspection. However, she does not make the best use of self-evaluation to accurately identify and address all weaknesses. For example, she has not focused well enough on developing and improving the quality of teaching to achieve good outcomes for children. Safeguarding is effective. Staff have improved their knowledge of safeguarding. They are aware of the indicators that may mean that a child is at risk of harm and understand the procedures to report their concerns. Improvements to the recruitment procedure ensure that staff, including agency staff, are suitable to work with children. Daily risk assessments for the premises ensure that hazards both indoors and outdoors are kept to a minimum. However, at times, staff do not keep an accurate record of children's attendance.

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

The quality of teaching is variable. Staff sing songs with children and occasionally introduce new words to extend their vocabulary. However, staff's questioning is too basic and focuses mainly on identifying colours and numbers. This limits children's communication and language skills. Staff carry out some observations and assess children's progress. However, assessments for some children are not routinely kept up to date. Information collected from these assessments is not precise enough and does not always identify next steps in learning. Consequently, expectations of what children can achieve are sometimes too low.

### Personal development, behaviour and welfare require improvement

Children have strong attachments with staff, who are reassuring and kind. Staff adapt nursery routines to meet the individual needs of children. For example, they recognise when younger children need to sleep and respond swiftly. Strategies to support children who find it difficult to settle are still being developed. As a result, there is some disruption to children's learning when they first arrive at the nursery. Despite this, staff have improved their knowledge of managing children's behaviour. They promote children's self-esteem and confidence through praise and recognition of their achievements. Children benefit from having freshly prepared food, which supports their understanding of healthy lifestyles.

### Outcomes for children require improvement

Overall, children investigate their surroundings and learn to be independent. Younger children shake and bang musical instruments and explore soft toys. Older children focus on their chosen activities and use their creativity to lead their play. They explore the feel of sand and watch carefully to see what happens when sand passes through a sand wheel. However, due to weaknesses in teaching, not all children make good progress to ensure they are prepared for the next stages in their learning or move on to school.

## Setting details

<b>Unique reference number</b>	EY487134
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10086694
<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>	1 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Q7 Group Limited
<b>Registered person unique reference number</b>	RP901023
<b>Date of previous inspection</b>	18 October 2018
<b>Telephone number</b>	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. There are four members of staff including the manager. All hold qualifications from level 3 to level 6.

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