

Fordwych Nursery School

Fordwych Nursery, 107 Fordwych Road, LONDON NW2 3TL



Inspection date

17 June 2019

Previous inspection date

28 February 2019

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not have a secure understanding of safeguarding and the correct procedures for reporting any concerns. This means that children's welfare is compromised.
- The provider does not ensure that staff receive a comprehensive enough induction when starting. Although the manager carries out supervision of the staff, these are not regular enough to help identify training and development needs.
- The systems for tracking and monitoring of children's progress are in their infancy and are not robust enough. This does not support staff to identify where there are gaps in children's development, to enable them to take swift action, if needed.
- The quality of teaching is variable. Adult-led activities are not always planned well enough. Consequently, children are not challenged to extend their learning further.
- Although most parents are happy with the care their children receive, they do not always receive timely feedback on their child's learning and the progress they are making.

It has the following strengths

- Children are happy and content. They excitedly enter the nursery and enjoy making choices with the toys and resources available.
- Staff support children's communication and language skills effectively. They introduce new vocabulary and engage in positive interactions with children.
- The key-person system is effective. Children receive sound emotional support. Staff are kind and caring and this helps to promote children's emotional well-being.

What the setting needs to do to improve further

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

	Due date
ensure safeguarding policies and procedures are understood by all leaders, managers and staff to support efficient reporting procedures should the need arise	08/07/2019
improve the induction and supervision arrangements to provide effective coaching and training to support staff practice	08/07/2019
improve the tracking and monitoring systems to support staff to swiftly identify and plan for any gaps in children's development	12/08/2019
ensure staff make the best possible use of opportunities for children's learning and promote purposeful learning intentions for activities provided	12/08/2019
improve the communication with parents to keep them well informed about their children's learning and the progress they are making.	12/08/2019

Inspection activities

- The inspector spent time observing children in the nursery rooms and garden.
- The inspector sampled documentation, including children's records and staff suitability checks.
- The inspector held discussions with the provider, acting deputy manager and staff.
- The inspector spoke to parents to gain their views on the nursery.
- The inspector completed a joint observation with the deputy manager.

Inspector

Jenny Devine

Inspection findings

Effectiveness of leadership and management is inadequate

The provider and manager have addressed most areas for improvement identified at the last inspection. However, further breaches of requirements were identified at this inspection. Safeguarding is ineffective. Although there are appropriate safeguarding policies in place, the provider's knowledge of safeguarding is weak. He lacks knowledge of the 'Prevent' duty guidance and he is unaware of the reporting procedures to follow if an allegation was made against a member of staff. The manager was absent at the inspection; however, staff, including the acting deputy manager, demonstrated a suitable awareness of the reporting procedures to follow if they had concerns about a child's welfare. The majority of the staff team are new and are still settling into their roles. Although staff have completed some brief induction with the manager, this is not followed up with regular enough supervision, particularly during their probation period, to closely monitor their performance. The provider uses robust recruitment procedures to determine the suitability of all staff. Risk assessments are used daily to provide a safe and secure environment for children.

Quality of teaching, learning and assessment requires improvement

Not all staff use their knowledge and skills effectively to focus closely enough on planning activities to maximise learning opportunities for all children to the highest level. For example, children helped to make play dough. However, this was poorly planned with too many children taking part. This prevented children being able to concentrate and resulted in some children losing interest. However, staff know their children well, overall. The provider has recently introduced an electronic method of recording observations of the children, and staff are currently getting used to this new process. This is in its infancy and is not being used yet to monitor and track the progress or identify and address any gaps in children's learning. Staff stimulate children's exploratory play effectively. For example, children pour water into the water wheel and watch it spin around. They have great fun playing in the garden, where they practise their running skills, have a go at climbing on the climbing frame, and move confidently around on ride-on toys.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's welfare. Nevertheless, children show they feel safe with their key-person and the whole staff team. Staff obtain information about the children's needs during the settling-in time. Children are confident, behave well and are polite. They are happy to play together, share and take turns with resources sensibly. Children have recently taken part in activities to help them begin to understand about healthy eating. Children confidently say that their lunch is healthy, and 'we do not eat chips'. Parents report that their children are happy and enjoy coming to the nursery. Some parents are unsure about what their children are learning and whether they are ready for school.

Outcomes for children require improvement

Children, including those in receipt of funding and those with special educational needs and/or disabilities, gain some basic skills needed to support their development. However,

due to the variations in the quality of teaching, not all children are being supported to make consistently good or better progress. Pre-school children initiate their own games and negotiate roles. For example, they play football in the garden together. However, they are not being challenged enough in all aspects of their learning to support their readiness for starting school.

Setting details

Unique reference number	EY424127
Local authority	Camden
Inspection number	10101821
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	WSG Limited
Registered person unique reference number	RP906986
Date of previous inspection	28 February 2019
Telephone number	0208 2082591

Fordwych Nursery School registered in 2011 and is located in the London Borough of Camden. The nursery employs three members of childcare staff who hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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