

Bell Lane Nursery

103 Bell Lane, Enfield EN3 5PH



Inspection date	25 June 2019
Previous inspection date	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		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

- Children's safety is compromised. The provider does not ensure that all adults working with children have completed all required suitability checks. Some staff, including the lead person for safeguarding, do not have a clear understanding of the child protection policies and procedures and cannot recognise when an allegation is made against staff.
- Some staff, including those with responsibility to coordinate special educational needs and/or disability (SEND) provision, do not ensure that care plans for children agreed with various professionals involved are fully implemented and followed.
- Risk assessments are weak. The manager and staff have not acted promptly to eliminate all risks and potential hazards, which jeopardises children's safety.
- Children do not receive consistent messages about their behaviour. They are not sure of staff's expectations of what is acceptable and why.
- Staff do not ensure each child's personal care needs are consistently met to promote their health. Some parents do not know who their child's key person is.
- The assessment system is not effective. Some staff do not make accurate assessments of their key children's development. Consequently, they do not plan suitable next steps.
- Staff do not always consider the ages and stages of children's development when they take part in large, mixed-age group activities, to ensure they fully benefit from these.

It has the following strengths

- The new management and staff team have built strong partnerships with the local authority, who support the nursery. Parents report they are happy with the nursery.

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
improve the recruitment systems in place to ensure that all staff are suitable to carry out their roles	26/07/2019
ensure that all staff, including those with lead responsibility for safeguarding, understand the safeguarding policy and procedures, in particular, the procedures to follow when an allegation is made against a member of staff	26/07/2019
ensure that all staff, including the SEND coordinator, have clear knowledge and understanding of their roles and responsibilities to meet children's health and welfare needs	26/07/2019
implement effective risk assessments to ensure children are not exposed to any hazards, including broken equipment, exposure to the sun and high temperatures	26/07/2019
ensure staff agree on behaviour management techniques and use them consistently, to help children understand expectations for acceptable behaviour	26/07/2019
improve key-person arrangements to ensure that each child has an assigned key person that is known to their parents and is able to meet their personal care needs consistently	26/07/2019
improve the quality of assessment procedures to ensure that all staff fully identify and understand each child's individual needs and stage of development to plan for their next steps effectively and to monitor their ongoing progress accurately	26/07/2019
review the organisation of group activities and consider the individual needs, interests and stage of development of each child, so they fully benefit from, and enjoy, such experiences.	26/07/2019

Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector spoke with the manager, some children, parents and staff throughout the inspection.
- The inspector sampled a range of documents available, including those relating to the premises, children, staff's suitability and safeguarding.
- The inspector observed activities and daily routines, indoors and outside.
- The inspector carried out a joint observation with the manager.

Inspector

Nataliia Moroz

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Not all staff, including those responsible for safeguarding, have an adequate understanding of all child protection matters. In particular, they are not always able to recognise when an allegation is made against staff, in order to follow the correct procedure. In addition, the provider does not follow appropriate recruitment procedures to ensure that all staff's suitability is checked. These weaknesses compromise children's safety. Although the newly established team of staff has opportunities to undertake regular training, it is not fully effective in improving the outcomes for children and overall quality of teaching and care provided. The new manager reviews the quality of provision and has identified some weaknesses that he is working on with staff. However, he has failed to identify and address all breaches in the requirements that affect the overall quality of the provision. In addition, the manager does not monitor the accuracy of children's assessment data to ensure children and staff receive the required support when gaps in children's and staff's knowledge are identified.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff do not organise group times effectively to ensure children of all ages are fully engaged and interested. For example, during the circle time at lunch, when staff read books to the children, the activity was too complicated and too long for some children. As a result, babies, who were not allowed to leave the activity, lost interest and became disengaged from learning. Although staff regularly observe children, some of them do not use this information effectively to plan appropriate next steps in learning in the areas where children need more support. This means that those children do not catch up with their peers quickly enough in some areas of development. Nevertheless, children enjoy activities and learning opportunities available inside and in the garden. For example, children had an interesting discussion about the insect they found in the garden and some children even held it. Experiences like this help children to learn and understand the nature and world around them.

Personal development, behaviour and welfare are inadequate

The key-person arrangements are not effective. Although there are key people assigned for each child, some children who require personal support are not cared for promptly. For example, children wait for long periods of time before their noses are wiped and staff do not pay attention to children with wet trousers to make sure they are changed when needed. This does not help children to develop the skills they need to take care of their own personal hygiene routines. In addition, some parents are not aware of who their child's key person is, to be able to build a relationship, as required. The manager and staff do not ensure risk assessments are effective to keep children safe. For example, they have not identified unsafe outdoor play equipment. In addition, staff do not ensure all children are safe while outdoors and that sun protection procedures are followed. The provider does not ensure that rooms are at an appropriate temperature for children in extreme weathers. Children learn about differences in each other and the wider community. However, they do not receive clear messages from staff about how to behave and why, leaving some children unsure of expectations. Furthermore, staff

responsible for SEND provision do not ensure that care plans for children with SEND are effectively implemented to meet those children's needs and keep them safe. Nevertheless, children learn about hygiene rules and receive nutritious, freshly prepared food.

Outcomes for children require improvement

Due to inconsistencies in quality of teaching and assessment, not all children make the best possible progress in all areas of learning as their individual learning needs and abilities are not consistently adhered to. Nevertheless, older children have opportunities to gain skills needed for their future learning and eventual move to school. For example, they are able to recognise and write letters and enjoy doing so with chalk in the garden. In addition, children learn mathematics through the variety of activities they do. For example, children compare the height of the tower they have built with the person next to it. They count the legs of the insect they found in the garden.

Setting details

Unique reference number	EY552331
Local authority	Enfield
Inspection number	10112819
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	33
Number of children on roll	61
Name of registered person	Bell Lane Nursery Limited
Registered person unique reference number	RP552330
Date of previous inspection	Not applicable
Telephone number	0208 216 1022

Bell Lane Nursery registered in 2018. It is situated in the London Borough of Enfield. The nursery operates from 8am to 6.30pm every weekday for most of the year. The provider employs seven members of staff, five of whom hold relevant childcare qualifications at level 3. 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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