

The Littlehaven Nursery

Castlehaven Community Association, The Community Centre, 21
Castlehaven Road, LONDON NW1 8RU



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| Inspection date | 12 July 2019 |
| Previous inspection date | 18 May 2017 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Inadequate Good | 4 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 has failed to notify Ofsted of changes to the board of directors for the nursery. This means that Ofsted has not received the information needed to complete suitability checks on all members.
- The provider does not ensure that all staff handling food have appropriate food hygiene qualifications and that the relevant documents are readily available for inspection.
- The provider does not ensure that staff have regular and effective supervision to provide support, coaching and training to improve staff's knowledge and help to improve the overall quality of the nursery.
- The key-person system is not effective. There are a number of new staff who do not know the children well. Some children are not assigned a key person to help support their needs and ensure their learning and development are guided appropriately. Parents are not kept up to date about their child's progress.
- Staff's assessments and knowledge of children's progress are poor. The two-year-old progress checks are not always complete. Observations are not used well to reflect on children's achievements and to plan further support.
- At times, staff miss opportunities to fully support some older children to build friendships with their peers and further support their emotional and personal needs.
- Staff do not use opportunities effectively to challenge older children both in the baby room and the older age group. They do not support children's independence well.
- The provider does not evaluate the provision effectively and make timely improvements.

It has the following strengths

- Children's communication and language skills are supported well, particularly in the baby room.

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 |
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| ensure Ofsted is provided with all the information needed to determine the suitability of the board of directors for the nursery | 26/07/2019 |
| ensure all staff involved in the preparation of food for children have an appropriate food hygiene qualification | 09/08/2019 |
| ensure appropriate arrangements are in place for the supervision of staff and to provide support, coaching and training that improve staff's knowledge and skills, and help to improve the quality of teaching and the overall provision | 09/08/2019 |
| improve key-person arrangements to ensure that each child has an assigned key person who is known to their parents and is able to meet their learning and care needs consistently | 09/08/2019 |
| improve partnership with parents and ensure information is shared effectively to help meet the needs of children | 09/08/2019 |
| improve systems for assessment so that all staff are able to assess children's development accurately and use this information to plan appropriate and challenging next steps for their learning. | 09/08/2019 |

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

- provide more support for children to extend their personal, social and emotional skills
- use opportunities more effectively to challenge and motivate older children and babies, and encourage them to develop greater independence
- develop and implement effective use of self-evaluation to identify all weaknesses and to take appropriate action to raise the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector met with the manager and provider to look at a range of documentation, including policies, staff records, recruitment and training and safeguarding procedures.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management is inadequate

Self-evaluation is not strong. The provider has not identified weaknesses in the management and staff practice. The provider does not ensure they reflect and monitor the provision to identify breaches. Since Ofsted has issued the nursery with a notice to improve, they have started to take action to identify and address the areas for improvement. However, this has not yet had an impact on the quality of the provision. There have been significant changes since the last inspection, including a new manager, a large turnover of staff and a new board of directors. The provider has failed to provide Ofsted with the relevant information needed to determine the directors' suitability. However, this does not have a significant impact on children's safety as the directors do not have unsupervised access to children. There is a poor understanding of leadership and management responsibilities. This has resulted in inadequate support for the staff team. Hence, there is a decline in the quality of teaching, planning and general organisation, which has a considerable impact on children's progress and well-being. Staff are not provided with regular supervision. They do not receive ongoing support, coaching and feedback on their practice. This means that the provider has failed to identify weaknesses in staff knowledge and practice and seek appropriate training to help them to improve. The lack of effective leadership and management for staff means that children's learning is not adequately planned and fails to meet all the needs of all the children attending. Despite this, staff adhere to and maintain the required child-to-adult ratio and are well deployed. Risk assessment is effective. Children are safe. Clear recruitment processes are in place. Suitability checks are carried out on staff and ongoing suitability is monitored. Staff have a secure knowledge of child protection and the action they would take if they had concerns about a child's welfare. They are fully aware of the possible signs of abuse. Safeguarding is effective.

Quality of teaching, learning and assessment is inadequate

The quality of teaching practice is poor. Although most staff are qualified, this does not have a positive impact on children's learning. There is no consistency to children's assessments. Staff do not carry out regular and precise observations. Where written assessments have been completed, they do not show children's accurate levels of development. Staff do not ensure a written summary of each child's progress at age two is completed, which staff are required to share with parents. This means that additional support required for children not making typical progress is not identified in a timely manner. Staff are not aware of children's learning needs. Consequently, activities planned do not provide challenging and stimulating experiences that engage and motivate children, in particular those in the older age group and older babies. However, staff do provide various activities such as play dough to help children develop their finger muscles and experience and explore textures. There are opportunities for children to understand nature and the natural world. For example, they plant a range of fruits, vegetables and herbs, which are used for cooking. Babies play with water and delight in exploring what happens as they splash.

Personal development, behaviour and welfare are inadequate

Continued weaknesses in leadership and the quality of teaching have a significant impact

on children's personal development and social skills. Staff are not proactive in helping all children to form strong social interactions. For example, they do not encourage some older children to form friendships with their peers. Staff miss many opportunities to support children to be more independent, particularly during lunchtime and handwashing routines. Partnerships with parents are not constantly effective. For instance, staff do not provide information to parents regarding their children, such as changes in the lunch menu. The key-person system is not effective. Recent staff changes within the nursery have resulted in children having no key person or a different key person over a short period of time, which affects their care and well-being. There is a chef who provides children with cooked meals. However, in their absence, staff who do not have an appropriate food hygiene qualification prepare meals for children. This does not ensure the health and well-being of children. However, staff encourage children to be physically active. They help children learn about differences and to respect others. Children behave in an acceptable manner.

Outcomes for children are inadequate

Children do not make the progress they are capable of. Some older children do not consistently learn to interact with others and make friends. They are not supported well enough in developing the skills they need for their future learning, including school. Nevertheless, children are happy and willingly join in activities. They demonstrate appropriate language and communication skills. Children use available tools and equipment to draw and practise their early writing skills.

Setting details

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| Unique reference number | EY424738 |
| Local authority | Camden |
| Inspection number | 10114762 |
| 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 | 43 |
| Number of children on roll | 70 |
| Name of registered person | Castlehaven Community Association |
| Registered person unique reference number | RP901868 |
| Date of previous inspection | 18 May 2017 |
| Telephone number | 0207 485 3386 |

The Littlehaven Nursery registered in 2011 and is located in the London Borough of Camden. The nursery operates Monday to Friday, from 8am to 6pm, for 51 weeks of the year. There are 13 staff employed at the nursery and most hold early years qualifications at level 2 or above. This includes one member of staff who holds a degree in childcare. The nursery is in receipt of funding 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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