

Inspection of Future Leaders Day Nursery

Church of Ascension Hall, Sherwood Park Road, MITCHAM, Surrey CR4 1NG

Inspection date: 11 October 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The manager has not effectively addressed the weaknesses in risk assessments, documentation, quality of teaching and learning since the previous inspection. Significant weaknesses in safeguarding, teaching, leadership and management mean that children's safety and well-being are not assured. Staff do not ensure that outings are effectively risk assessed to promote the safety of all children. For instance, staff do not consider possible risks to babies who attend the outings. Furthermore, staff fail to supervise babies properly, or identify and manage hazards that can place young children at risk of harm within the setting. Babies are free to wander over to activities laid out for older children, where choking hazards are present. Staff ignore smoke alarms when they go off. The manager does not ensure that staff understand appropriate methods for lifting and handling children.

The manager does not ensure that documents requested for sampling are available for inspection as required, particularly records of complaints.

The manager wants children to 'achieve all their educational goals'. However, the curriculum is not ambitious and staff do not have high expectations of children. The manager and staff do not demonstrate a good enough understanding of how children learn or how to support them. They do not plan for children's individual interests well enough to help them become interested in their play. The weak planning and daily routine affect children's enjoyment, behaviour, motivation and their learning opportunities. Children often run or wonder around the room, flitting from one activity to the next. Staff do not encourage children to make the best use of the activities available to maximise their engagement and curiosity for learning. Furthermore, staff do not engage in dialogue with older children about their learning. Babies sit for very long periods on the carpet. They have very little stimuli, either through appropriately planned activities or through staff engaging with them. Staff do not encourage the children to build on their developing social, emotional and communication skills. Poor teaching affects the progress children make in their learning and development. This is particularly marked in children's communication, language, personal, social and emotional development.

Children separate easily from their parents and are happy when they arrive at the setting. Some are delighted to talk about who their friends are and who they want to play with. Overall, parents provide some positive comments about the setting. They are pleased with the flexibility and the daily discussions they have with staff about their child's achievements at home. However, parents are unsure about the curriculum and are not involved in the self-evaluation process.

What does the early years setting do well and what does it need to do better?

- The manager has taken some positive steps to gain support from colleagues following the previous inspection. However, the effect of this is not yet evident in improving the quality of teaching and outcomes for children. The inspection history of this provision is poor. Without close monitoring and strong support, the likelihood is that the provider will be unable to sustain the required improvements.
- The manager does not ensure that all staff have a thorough knowledge and understanding of how to handle young children. Therefore, children are at risk of harm. For instance, staff do not handle babies appropriately. They do not consistently follow safe practices with daily routines such as nap time. Furthermore, staff do not use effective hygiene practices to ensure children's care needs and this compromises their health and well-being. For example, children's bottles with milk are left uncovered on a windowsill all day.
- Staff do not understand wider safeguarding issues, for instance, around the 'Prevent' duty relating to risk from extreme views and ideology. This compromises children's well-being.
- The manager has carried out some induction for newly appointed staff. Staff read key policies and sign to say that they have done so. Appraisal and supervision is in place for established staff and identifies some training needs. Some staff have completed online courses. However, the systems in place for monitoring staff performance are ineffective. For example, the manager is not accurately monitoring staff practice. She does not demonstrate a good awareness of effective teaching methods. Therefore, staff are not supported, resulting in poor practice. This affects outcomes for children. For instance, the manager does not focus her support on helping staff understand the characteristics of effective teaching.
- Staff do not consistently apply high expectations for children's behaviour. Although older children are learning to manage their behaviour, the lack of engaging and stimulating activities has a negative effect. Staff do not teach younger children to understand expectations and boundaries.
- The quality of teaching and learning is poor. Staff do not plan challenging activities and experiences to build upon what children already know. They do not carry out regular observations and assessments. Therefore, children are not prepared for the next stage in their learning. Staff do not seek to join in with children's play to extend their learning. They do not seek to encourage children to take part in the activities on offer. This has a negative effect on children's engagement and concentration. Children wander around for significant periods and do not engage in meaningful learning and this hinders their progress and outcomes. Older children are keen to listen to stories and enjoy describing what they see. Younger children show their enjoyment when visitors sing songs and recite nursery rhymes to them.
- Parents are keen to discuss with staff how they can support their children's learning at home. Staff provide some information about the activities children have available to them. However, parents do not receive sufficient information to help them understand their children's level of development. Therefore, there is no reliable approach to children's learning at home and in the setting.
- Key-person arrangements are ineffective. Staff do not ensure that every child's

care and development is tailored to their individual needs.

- Children enter the nursery happily and show they feel safe and secure as they talk to unfamiliar visitors at the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not consider all possible risks relating to children including babies sharing the same space as older children. In addition, staff leave exit doors open and keys in the main door after locking. In instances of poor practice, the manager does not address concerns with staff. Staff do not know how to recognise if a child is at risk from extreme views and ideas. However, staff have attended safeguarding training. They know the signs and symptoms of abuse. They know the actions to take if they are concerned about a child's welfare.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take all reasonable steps to ensure staff and children in their care are not exposed to risks, including age-inappropriate objects and risks relating to food hygiene and temperature	07/11/2019
ensure staff have sufficient understanding of safeguarding policy, procedures and issues, with particular regard to the 'Prevent' duty guidance	07/11/2019
ensure that children are adequately supervised at all times	07/11/2019
ensure effective arrangements are in place to support, train and monitor staff so that they understand their roles and responsibilities and what is appropriate with regard to lifting and handling of children, and to drive rapid improvement in teaching and learning	07/11/2019

ensure consistent and effective strategies are implemented to manage children's behaviour so that children understand what is expected of them	07/11/2019
ensure there are appropriate arrangements and facilities for sleeping children	07/11/2019
ensure all outings are effectively risk assessed for all children, including babies, that will be present, so that any potential risks are minimised	07/11/2019
ensure all records are easily accessible and available for inspection at all times	07/11/2019
ensure parents are fully updated about their child's progress and learning and invited to share learning at home	07/11/2019
ensure key-person arrangements are effective and meet the individual needs of all children.	07/11/2019

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

	Due date
implement a challenging and stimulating programme of activities that reflects children's learning needs and supports them to make good progress.	07/11/2019

Setting details

Unique reference number	EY544294
Local authority	Merton
Inspection number	10086005
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 to 3
Total number of places	36
Number of children on roll	8
Name of registered person	Dawud, Alimatu Sadia
Registered person unique reference number	RP544293
Telephone number	07794075743
Date of previous inspection	12 October 2018

Information about this early years setting

Future Leaders Day Nursery registered in 2017. It is situated in Pollards Hill, Mitcham, in the London Borough of Merton. The nursery is open from 7.30am to 6pm, five days a week all year round. There are currently four members of staff. They all hold relevant childcare qualifications at level 3. The manager holds early years professional status. The nursery does not receive funding for children aged two, three and four years.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The manager and inspector held meetings and completed a learning walk. The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke to parents at the beginning of the session to gather their views on the nursery and their children's progress. The inspector listened to and talked with children as they played and reviewed how well staff monitor and develop children's achievements.
- The inspector sampled policies and spoke to staff to assess their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook several joint observations with the manager to assess the quality of teaching and learning. In addition, the inspector discussed with the manager how staff training and support improved outcomes for children.
- The inspector sampled a range of documentation, including information about staff recruitment, suitability checks, and training.

We carried out this inspection 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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