

Inspection of Quaggy Nursery @ Parkside

Parkside Avenue, Lewisham, London SE10 8FN

Inspection date:

28 November 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that the requirements of the early years foundation stage are met at all times to ensure children's safety and well-being. Children have access to a wide range of activities and resources. They move freely between indoors and outdoors as they choose what to play with. Leaders and staff have taken part in 'Healthy Early Years London' and achieved the Gold Award. Staff provide children with healthy meals and snacks, and children have access to fresh drinking water to help keep hydrated and ready for learning. However, staff do not support children's personal, social and emotional development well enough. They do not respond to each child's emerging needs or guide their learning through warm, positive interactions. At times, some children, including those who speak English as an additional language, spend long periods with no interaction from staff and/or their peers. Some children appear bored and play alone. As a result, children do not progress in their speech and language development as well as they could. Staff do not always manage children's behaviour effectively. For example, when children run in the room, staff do not enforce the nursery's behaviour policy and intervene, to keep children safe. Staff do not monitor children's development consistently to enable other staff and parents to know how each child is developing or what activities will help them make good progress.

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

- The provider does not have effective systems in place to monitor that leaders are carrying out their roles effectively and ensuring that the quality of teaching is improving children's progress.
- Leaders and staff are not aware of what needs to be included in the required progress check for children aged between two and three years. Consequently, staff do not provide parents with a review summary of their child's learning and development.
- Systems for observation, assessment and planning are weak, as staff do not know what children's next steps are or how to link this to the planning of activities. Staff do not have high enough expectations of children so they progress to their next stage of development. When staff identify concerns, such as in children's personal, social and emotional development, they do not take prompt action to support the child in this area. They do not use what they know about the child to help them progress as much as they could.
- Leaders, the special education needs coordinator (SENCo) and staff do not take steps to ensure children with special educational needs and/or disabilities (SEND) develop in line with their peers. Leaders do not use additional funding for children with SEND effectively. This means that these children are put at further disadvantage for their transition to school.
- Staff do not support children who speak English as an additional language to use

their home language at the nursery and make good progress in speaking English.

- Some staff lack a clear understanding of child protection matters and the nursery's safeguarding policy and procedures. As a result, they have failed to escalate concerns about a member of staff, which puts children's safety and welfare at risk.
- The key-person system is not effective. Key persons do not ensure that every child's care and learning is tailored to meet their individual needs. They do not establish close relationships with their key children and their parents. Key persons do not gather enough information about children when they start, to be able to plan for their needs and interests and monitor the progress they make. Some parents report that key persons do not consistently inform them of their child's next steps in learning to help them continue their child's learning at home.
- Supervision arrangements are in place for leaders to be able to support staff. However, staff's professional development needs are not sharply focused enough to address weaknesses in their practice. Staff are not able to access the information they need to tailor the curriculum for each child's needs. As a result, the quality of teaching is poor.
- Staff do not consistently teach children to use cutlery and develop their table manners at mealtimes to promote independence and self-care in readiness for school.
- Partnership working with parents and other professionals is poor. Consequently, children's learning and well-being are not effectively promoted. For example, leaders and staff do not follow up with parents and other professionals when they have visited a speech and language drop-in session. Therefore, these children do not make the progress that they could.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and some staff understand the procedures to follow in the event of a safeguarding concern. However, they have not followed their own policy regarding concerns about their colleagues. This compromises children's safety and well-being. Some staff's understanding of wider safeguarding issues, such as female genital mutilation, is weak. Staff do not consistently use the systems in place to ensure children's regular attendance. Leaders do not ensure that children's absence is rigorously monitored by staff to be able to identify potential safeguarding concerns and support children in readiness for school. Leaders implement robust recruitment procedures which help to ensure that staff employed are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
ensure all staff have an up-to-date knowledge and understanding of child protection, including wider safeguarding issues such as female genital mutilation	20/12/2019
ensure those responsible for safeguarding take appropriate action in the event an allegation is made against a member of staff	20/12/2019
train all staff to understand and know how to escalate an allegation against a member of staff or if a child makes a disclosure, in line with the local safeguarding children board procedures	20/12/2019
strengthen arrangements for the supervision of staff, including leaders, to identify gaps in their practice and knowledge and provide support, coaching and training so they can fulfil their roles and responsibilities	24/01/2020
train relevant staff to provide individual support, including targeted use of additional funding, to children with SEND so they can make the best possible progress	24/01/2020
ensure key persons work in partnership with parents and other professionals to share information about children's individual learning and development needs	24/01/2020
make effective use of observations and assessments to identify any gaps, and plan for children's next steps in their learning	24/01/2020
make sure that staff have the appropriate training, skills and knowledge, and ensure they offer quality learning and development opportunities for all children	24/01/2020

provide a written summary to parents of each child's progress between the ages of two and three years so that parents know their child's developmental strengths and areas key persons will be working with them on.	24/01/2020
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Setting details

Unique reference number	EY544729
Local authority	Lewisham
Inspection number	10090441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Quaggy Development Trust
Registered person unique reference number	RP909078
Telephone number	02084659785
Date of previous inspection	Not applicable

Information about this early years setting

Quaggy Nursery @ Parkside registered in 2017 and is a 40-place capacity nursery, which is owned by the Quaggy Development Trust. It operates for 48.4 weeks in a year. It opens Monday to Friday from 8am to 6pm. It has five members of staff. The nursery looks after children with SEND.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The early years lead and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The inspector spoke with the chief executive, early years leads, SENCo, staff and children.
- The inspector spoke with parents and took account of written testimonials provided by parents for the purpose of the inspection.
- The inspector looked at the nursery's policies, staff records and children's work.
- The early years lead and inspector conducted a joint observation of teaching and considered how this supports children's learning.
- The inspector observed the children at play and staff's interactions with their colleagues and children.

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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