

# Inspection of Immanuel Childcare Ltd

1 Haling Park Road, South Croydon, Surrey CR2 6NG

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Inspection date: 17 January 2020

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children do not thrive at this nursery. Babies spend long periods of time without any quality interaction from staff working with them or any resources to play with and explore. Those beginning to crawl and walk appear bored and unexcited by the resources and activities staff provide. Staff do not communicate with babies in a way that promotes their communication and language development. For example, staff do not talk or make eye contact with babies while they are feeding them. This lack of emotional response to babies also affects the bonds that staff make with them. Pre-school children move freely between indoors and outdoors. They initiate conversations with staff as they play in the soil. However, staff are not skilled enough to hold meaningful conversations with children and sufficiently challenge them enough. This limits the progress that children make in their learning and development. Children behave well. They conform with the routines and organisation of the nursery. However, routines for sleep and toileting are not always in the best interests of individual children. Some staff do not understand their role in promoting children's health.

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

- The provider, who is also the manager, provides weak leadership of the nursery. This has led to a number of breaches to requirements of the early years foundation stage, poor decision-making and low staff morale. The provider has not addressed all actions set following a previous visit by Ofsted. Some staff report feeling stressed by having to work out of ratio with children and constantly moving rooms. The provider does not adequately address concerns shared by staff, including those about poor staff behaviour. Consequently, there is a culture of apathy at the nursery which puts children at potential risk of harm.
- Staff working with babies do not have the appropriate qualifications, knowledge and skills to provide them with care and learning that promotes their all-round development. As a result, very young babies spend long periods of time in their bouncy chairs, unstimulated and quiet. Staff do not support them to take part in activities they provide, such as sand play, looking at books and playing with musical instruments. Older babies do not show the excitement and inquisitiveness typical of their age. This is because staff lack the skills to provide an environment rich in language and opportunities that promote curiosity and sustain interest.
- The key-person arrangements are ineffective. The provider frequently disrupts the bonds developing between staff and children and does not consider the impact of moving staff between rooms on staff or children. As a result, children's developmental needs are not fully met, and staff report low morale and unnecessary workload. Despite these changes, parents are aware of who their

child's key person is. However, some say that their child's dietary requirements are not always met and changes to their child's key person have unsettled them unnecessarily.

- The provider's poor organisation of the nursery and lack of staff knowledge and understanding of their role impact on how well staff support children to be healthy. Food provided for children on a daily basis does not reflect the information given to parents about what their child will be eating. Children eat a largely unbalanced diet, high in carbohydrates, at the nursery. Staff do not provide enough fruit and vegetables for children, particularly those staying all day. Children do not have access to drinking water at all times, as required.
- The provider has been working with consultants to enhance the environment. This has improved the range and quality of resources in the pre-school room. However, despite this, the quality of teaching is poor and staff expectations of children are too low. For example, when pre-school children help to make play dough, staff do not organise the activity so all children who want to, can take part. This results in some children, particularly those who appear less confident, sitting for long periods of time without anything to do. Children share their experiences with staff about making play dough at home with their parents. However, staff do not have the skills to use this information and progress the conversation and learning.
- Staff are not clear about what they intend for individual children to learn from the activities they provide. For example, staff plan activities for toddlers, such as playing with vehicles in the sand. However, planning is not purposeful and does not support children's next steps. As a result, any learning for children is incidental and does not build on their interests and what they already know, to progress to the next stage in their development.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Safeguarding is ineffective. Some staff, including those with lead responsibility for safeguarding, do not have enough knowledge and understanding of wider issues, such as extremism, to be able to protect children from harm. They do not know the procedures to follow should an allegation against staff be made. Staff implement the setting's policy and procedures for the use of mobile phones and risk assessment. This helps to keep children safe. However, the provider does not respond adequately to concerns regarding incidents involving staff or children. Records relating to such incidents are insufficiently detailed to show what conclusions have been reached and any action that has been taken to ensure children are protected from harm. This limits information that can be shared with parents and other professionals and does not ensure the safe management of the nursery and the children and staff within it.

## **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:**

	<b>Due date</b>
ensure all staff, including those with lead responsibility for safeguarding, have up-to-date knowledge and understanding of child protection issues, including wider matters such as 'Prevent' duty and FGM, and know, and can follow, the setting's procedures in the event of an allegation against staff	14/02/2020
ensure all staff, including leaders and those responsible for safeguarding, respond in an appropriate and timely way to inappropriate behaviour displayed by other members of staff, in order to keep children safe	14/02/2020
ensure arrangements for the supervision of staff are effective and provide staff with the support and training they need to keep up to date with best practice guidance and provide the highest quality care and learning for all children	14/02/2020
ensure key persons tailor each child's care and learning to meet their individual needs and support parents/carers to further guide their children's development at home	14/02/2020
make sure that staff-to-child ratios are met at all times and that those working with babies are qualified to do so	14/02/2020
provide children with meals and snacks that are healthy, balanced and nutritious, taking into account information from parents/carers about their child's dietary needs	14/02/2020
ensure fresh drinking water is available and accessible to all children, including babies, at all times	14/02/2020

make sure that records are sufficiently detailed and maintained in a way that enables appropriate information to be shared with parents and other professionals should they be required to meet children's individual needs and/or keep them safe.	14/02/2020
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
use information from parents and observations of children to provide suitably challenging experiences that capture individual children's interests and enhance what they already know and can do	14/02/2020
ensure that staff, particularly those working with babies, understand the areas of learning and the way in which young children learn, so they make the best possible progress.	14/02/2020

## Setting details

<b>Unique reference number</b>	EY335555
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10143464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Immanuel Childcare Ltd
<b>Registered person unique reference number</b>	RP902067
<b>Telephone number</b>	0208 688 0995
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Immanuel Childcare Ltd registered in 2006 and is situated in the London Borough of Croydon. The nursery is open between 7am and 6.30pm each weekday, all year round. It employs members of 10 staff. Of these, one holds a diploma in management and leadership, three hold an appropriate early years qualification at level 3, and three hold level 2. The nursery receives government funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Sam Colderwood

### Inspection activities

- This inspection was conducted following Ofsted's risk assessment process.
- The inspector observed activities both indoors and in the outside area.
- The provider carried out a joint observation with the inspector.
- The inspector spoke with parents, children and staff, and took account of their views.
- The inspector looked at children's records, evidence of recruitment and a range of other documentation, including policies and procedures.
- The provider conducted a learning walk of the nursery with the inspector.

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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