

Inspection of Under 1 Roof

Unit 9, The I O Centre, Skeffington Street, London SE18 6SR

Inspection date: 14 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children, in general, enjoy their time at the setting. They play together with their friends and love it when staff read them stories during carpet time. During the COVID-19 (coronavirus) pandemic, the leaders have taken into consideration that children may take a while to settle on their return and have supported this transition well. For example, they arranged video tours and video meetings for children and parents to get familiar with the setting. New babies attending the setting freely explore the resources available after they receive some reassurance through cuddles from staff. However, breaches to the requirements compromise children's health and safety. Staff's practice between the rooms varies greatly and means that some children miss good quality learning. This has a negative impact for children, particularly those with special educational needs and/or disabilities (SEND). For example, unless they receive their one-to-one support they barely benefit from the teaching.

Parents' views vary too but the majority are happy with the provision their children receive. They positively talk about staff keeping them up to date about their children's day, although information shared is basic at times.

Leaders discuss how they want children to access a rich, diverse and broad curriculum with real life experiences. However, they do not ensure all staff are aware of the curriculum. Staff do not plan or implement the intended experiences in the rooms. Leaders conduct regular supervision meeting with staff but have not identified and addressed the weaknesses in practice.

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

- Leaders do not ensure that all staff understand and implement the curriculum they design. Staff do plan some enjoyable small group activities and one to one sessions. However, they do not consider what they know about the children when planning activities and resources for the whole group. For instance, children are not always able to access the things they like most or are interested in. This results in children becoming bored and missing learning opportunities.
- Children enjoy the meal and snack times at the setting. They settle down, are sociable and learn about how to behave at the table. Staff support children effectively during this time, especially the younger children. They encourage them to independently feed themselves, make choices and communicate their needs. For example, when choosing between milk and water and asking for more food.
- The leadership team does not deploy staff effectively. Staff fail to provide children with adequate support, especially those with SEND.
- Staff encourage the children to develop their creative skills. Babies enjoy using

chalk to do floor drawings and toddlers explore how to use paint with different tools, including their hands. These activities help children to develop their early writing skills.

- Staff do not follow good hygiene and safety procedures for children's nap time. For example, staff do not ensure children sleep in the bed dedicated to them and children end up using the dirty bedding from other children. There is a risk of cross contamination for children sharing bedding. Staff also struggle to calm children down. They jump on the beds and staff do not teach them about safety.
- Staff do not identify and minimise all risks posed to children. The environment for children is not well organised and ready for them to use. For example, wires hang across beds and boxes on units are unstable. This has a significant impact on children's safety and welfare.
- Older children develop their muscles and coordination. They enjoy water play, using different resources to explore, such as jugs and funnels. Children display positive attitudes towards learning when they can access resources and activities of interest.

Safeguarding

The arrangements for safeguarding are not effective.

Staff's ability to assess potential risks to children is not adequate. They do not provide children with a safe and hygienic environment, especially in the pre-school rooms. However, most staff have a sufficient understanding about child protection and can recognise concerns about children's welfare. Staff demonstrate an understanding about the procedures to follow if there are concerns about children and/or if an allegation is made against a member of staff. Leaders take into account the impact of the pandemic in their practice and implement safe strategies to minimise related health risks.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff understand their roles and responsibilities to meet children's welfare needs at all times	31/08/2021
ensure staff are deployed effectively to supervise children to keep them safe and engaged in learning	31/08/2021

ensure staff use risk assessment effectively to identify potential safety hazards, and take prompt action to remove or minimise any risks to safeguard children's well-being	31/08/2021
ensure all staff follow the health and hygiene procedures of the setting, especially to ensure that children have clean and individual bedding	31/08/2021
provide staff with effective and specific support and training to develop their professional skills to ensure children receive good learning and development experiences	31/08/2021
implement a curriculum that is tailored to individual children's interests and learning needs, particularly those who are disadvantaged, so that all children increase their knowledge and are ready to move on to their next stage in development.	31/08/2021

Setting details

Unique reference number	EY488983
Local authority	Greenwich
Inspection number	10201717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	150
Number of children on roll	125
Name of registered person	Under One Roof (Kids) Ltd
Registered person unique reference number	RP907509
Telephone number	07801072776
Date of previous inspection	25 September 2017

Information about this early years setting

Under 1 Roof registered in 2016 and is based in Woolwich within the London Borough of Greenwich. The nursery is open from 7am to 7pm, Monday to Friday, for 51 weeks per year. The nursery receives funding to provide free early education for children aged two, three and four years. There are currently 34 staff employed by the nursery, 28 of whom hold appropriate early years qualification at level 2 and above. This includes four members of staff who hold a qualification at level 6.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- This inspection was conducted following Ofsted's risk assessment process.
- The setting's special educational needs coordinator and one of the room leaders carried out a joint observation with the inspector. They looked at how well practitioners teach children and what they want them to learn.
- Parents, staff and children shared their views about the setting verbally, the inspector took these into consideration.
- The inspector looked at a sample of documents. This included evidence of staff's suitability 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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