

Inspection of The Futures Nursery

12 The Slade, London, Kent SE18 2NB

Inspection date:

30 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children show that they have close relationships with established staff. They begin to form warm bonds with those staff who have recently been recruited. Children express their physical needs in non-verbal ways and staff respond appropriately. For example, staff recognise when children are hungry and serve their meals earlier. Those children who are new to the setting quickly become familiar with nursery routines. Children show their increased confidence as they socialise and approach unfamiliar adults with toys that they play with.

Younger children enjoy using their bodies. They practise their physical skills and staff supervise them well as they play on climbing frames, inside and outdoors. They show determination as they attempt to climb up wooden slats. Older children use their feet to propel themselves along as they sit astride tricycles. Children enjoy regular opportunities to learn about the natural environment.

Children are generally supervised appropriately. However, when staff plan and implement the curriculum, they do not consider the learning needs of some children sufficiently well. Despite this, children enjoy a range of activities that help them to make progress in their learning and development.

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

- Leaders make good use of resources to extend children's learning. For example, children practise their physical skills during sports sessions led by visiting tutors. They have regular opportunities to understand more about the natural world. For instance, children are excited to find out what happens with animals that hibernate and look at spiders during gardening sessions.
- Staff encourage children to listen and follow instructions as they engage in group activities. Children learn how to keep themselves safe as they play and learn outdoors. Staff encourage children to behave well. They recognise and respond to issues that may have an impact on a child's behaviour.
- Overall, staff plan activities that help children to practise the skills they need for future learning. For example, children strengthen their small hand muscles that they need for later writing as they paint. Children develop their communication and language skills. For example, they engage in discussions with staff about the colours that they mix.
- Staff implement personal care routines for children that mirror those from home. For example, children use familiar comfort items as they rest. This helps them to feel more secure as they settle into the setting. Children maintain good health, for example when they exercise in fresh air. They enjoy nutritious meals that reflect their dietary needs.
- Although leaders identify when children do not progress as expected, they do

not plan clearly for what some children need to learn next. Leaders devise plans for some children who need extra help with their learning. However, they do not consistently check that staff implement and review children's learning plans in a timely manner. This hinders some children from making sustained progress from their starting points in learning.

- Staff plan activities that acknowledge some well-known events and religions. However, children who speak or hear another language at home have few opportunities to recognise, value or share familiar languages as they play and learn. Staff provide fewer resources or activities which reflect the languages and backgrounds of the children attending the nursery.
- Leaders have identified areas for further development. For example, they recognise the need to build a stable staff team and improve communication with parents, who are sometimes unable to access information that leaders share with them. However, staff do not receive sufficient support to plan challenging activities for children. For example, when staff support some children who are going to sleep, older children are not engaged and become listless as they have nothing to do. Despite this, children behave well and play among themselves.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of the potential risks posed to children, including possible exposure to extreme views or domestic abuse. They are clear about the actions to take if they suspect a child's welfare is compromised, including concerns about the behaviour of a colleague. Leaders and staff know how to access safeguarding support and advice. Leaders take account of safe recruitment guidance and implement the nursery's induction procedures effectively. There are appropriate arrangements for checking the initial and ongoing suitability of staff. Leaders maintain accurate attendance records for children and staff. Staff implement COVID-19 pandemic protocols effectively to help promote children's health and hygiene.

What does the setting need to do to improve?

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

| | Due date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| increase the support for staff to develop their teaching skills, so that identified gaps in children's learning are addressed at an early stage, and children receive support to engage in challenging activities throughout the day | 30/11/2021 |

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| improve opportunities for children to recognise, value and share their languages, backgrounds and traditions. | 30/11/2021 |
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To further improve the quality of the early years provision, the provider should:

- enhance communication with parents, so that they are better supported to build on their children's learning at home.

Setting details

| | |
|----------------------------------------------------|------------------------------------|
| Unique reference number | 2526228 |
| Local authority | Greenwich |
| Inspection number | 10204263 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 3 |
| Total number of places | 38 |
| Number of children on roll | 34 |
| Name of registered person | Futures Nursery Limited |
| Registered person unique reference number | 2526227 |
| Telephone number | 0208 854 6613 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Futures Nursery registered in 2020. The nursery operates from 7am to 7pm, Monday to Friday, all year round. Seven staff work directly with the children. Of these, one holds a level 6 qualification, four hold qualifications at level 3, and one holds a level 2 qualification. The nursery offers funded early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The provider showed the inspector around the nursery, inside and outdoors, and explained how children's learning and development are supported.
- The inspector observed the quality of interactions between the staff and children, including with the deputy manager, and assessed the impact of these on children's learning.
- The provider and deputy manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector spoke with staff, parents and children as part of the inspection.

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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