

# Inspection of K & O Childcare Ltd

161 Sumner Road, LONDON SE15 6JL

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Inspection date: 7 February 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children come into this nursery happily in the mornings. Staff build strong relationships with parents through regular verbal communication and offer them support.

However, breeches in the early years foundation stage requirements impact on children's well-being and learning. Leaders have not fulfilled their duty to notify Ofsted of a new director within the company. In addition, there is no named deputy manager who can deputise for the manager in their absence. The provider does not have an adequate understanding of the roles and responsibilities that they are accountable for. This compromises the welfare and safety of children.

The quality of the curriculum is not good enough. Staff do not plan activities with a clear purpose to meet the next steps of individual children. Quiet children sometimes receive little attention and are too often unnoticed by staff. Therefore, children are not well prepared for the next stage of their learning, such as starting school.

Leaders do not ensure that staff use effective strategies to support children in managing their behaviour. There are too many occasions when staff physically move children and handle children unnecessarily rather than teaching them how to manage their behaviour. This puts children at risk of unintentional injury or harm by adults.

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

- Leaders have a programme of training in place to support the professional development of staff. They also carry out individual supervision meetings with staff. However, leaders do not use these meetings well to address weaker practice. This means that staff are not able to successfully fulfil the requirements of their role.
- Leaders do not provide effective support to help staff improve their teaching skills. Therefore, some staff do not have the necessary skills to deliver the curriculum to a high standard.
- In the baby room, staff support children in developing their communication and language skills. They repeat words to them, such as 'up' when babies climb up steps. They also comment on what the babies are doing as they play. This helps them to build their vocabulary. However, in the pre-school and toddler room, there are too many occasions where children are left to play without staff supporting them in developing their communication and language. This means that children do not make good progress in their language development.
- Staff plan some activities to support and develop children's physical

development. Babies enjoy crawling up stairs and down ramps. They reach up to hit balloons and balance along blocks. Toddlers and pre-school children skilfully use balance bikes. They begin to learn to cut fruit using safe knives and to use scissors. This helps children to develop their physical skills.

- Staff teach children about the importance of having good manners. Children say thank you as they are given their food. Children confidently explain that they must take their turn when using the bikes. However, some staff do not allow children to make their own choices. For example, they carry children back to the table if they have not finished their lunch. This does not teach children that they have control over their own bodies and choices.
- Leaders and staff work hard to build strong relationships with parents. Parents speak highly about the warmth of the staff and the feedback that they receive. Staff communicate daily about how the child's day has been. Leaders offer advice and support to families about how to support their child at home. Partnership with parents is a strength of the setting.
- Leaders provide exciting opportunities for children within their local community. For example, children take part in regular trips to the shops, library, theatre and local museums. They choose pet fish at the pet shop and then learn how to look after them at nursery. This helps children to understand their community and the world around them.
- Leaders identify children with possible special educational needs and/or disabilities. They refer these children to external agencies for support. However, they do not put individual strategies in place in the nursery for these children before they are referred to external professionals. This means that they do not make good progress.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff who have recently started to work at the nursery have not yet received safeguarding training. This means that some staff do not have sufficient understanding of how to identify if a child is at risk of harm. Staff are able to explain who to refer concerns to if they do have a concern about a child. However, some staff are unable to identify how to whistle-blow if they have concerns about a leader. This compromises the safety of children at the setting. The recruitment process is robust. However, leaders do not ensure that staff continue to be suitable as they do not identify and address unsafe practice. This puts children at risk of harm.

## **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>
train staff to understand and implement the safeguarding policy and procedures	04/03/2022
put effective arrangements in place to support, coach and train staff to enable them to fulfil the requirements of their role	04/03/2022
ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	04/03/2022
put systems in place to manage children's behaviour in an appropriate way	04/03/2022
gain a knowledge and understanding about the requirements for when notification needs to be made to Ofsted	04/03/2022
put effective systems in place to ensure that all staff continue to be suitable to work with children.	04/03/2022

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

	<b>Due date</b>
implement a progressive and effective programme of learning for communication and language to ensure that every single child makes good progress in this area	04/03/2022
provide effective supervision to support, coach and train staff, to ensure that all staff have the necessary skills to teach children well.	04/03/2022

## Setting details

<b>Unique reference number</b>	EY419807
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10218378
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	K & O Childcare Ltd
<b>Registered person unique reference number</b>	RP530273
<b>Telephone number</b>	0207 701 3320
<b>Date of previous inspection</b>	13 December 2016

## Information about this early years setting

K & O Childcare Ltd registered in 2010. It is open all year round from 8am to 6pm, Monday to Friday. The nursery is in receipt of funding for the provision of free early years education to children aged two, three and four years. There are nine members of staff, seven of whom hold a level 3 early years qualification and two who hold a level 2 early years qualification.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting 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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- Parents and staff provided feedback on their experiences of the nursery and the inspector took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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