

Inspection of South Hampstead Daycare

The Delazslo Hall, Maresfield Gardens, London, Middlesex NW3 5SU

Inspection date: 19 May 2022

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 are happy and enjoy the time they spend at the setting. They demonstrate warm relationships with staff, who are kind, caring and approachable. Children have opportunities to play inside and outside in a well resourced environment throughout the day, using their own initiative. However, occasionally some toys and resources on offer are not in working condition and not ready for use. This means that children miss out on some learning opportunities.

The quality of education is variable. Staff provide children with enjoyable activities that are based on their interests and current themes for a month. For example, children enjoy listening to the 'Handa's Surprise' story and learn about different cultures, fruits and animals. However, some staff read the story too fast without allowing children to absorb all the information effectively. Staff ask good questions, but some staff do not always allow children enough time to think for themselves and provide answers too quickly. The curriculum intent is ambitious for all children. However, some staff lack the skills to ensure it is effectively implemented. Although, the management team has identified these weaknesses, the steps taken to improve the practice are not fully embedded.

The majority of children behave well at the setting. However, not all staff manage children's behaviour in a consistently appropriate way to ensure that all children understand behavioural expectations and the consequences of their actions. For example, some staff do not explain to children why they should not do certain things, such as snatch toys from others.

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

- The provider has recently employed external advisors to help the management team to drive improvements. Together, they evaluate the provision and have an action plan in place and ensure staff undertake continuous professional development. However, this is not fully effective, as it is in early stages and not all weaknesses in staff's practice and knowledge have been fully addressed yet. For example, some staff do not always follow the nursery's safe handling and hygiene procedures to ensure children's continuous health and safety.
- Children enjoy regular play outside, which allows them to have daily physical exercise and fresh air. Children learn how to put their coats and shoes on before going outside, which supports their independence skills. Staff regularly ask children if they would like to play outside and allow this to happen following children's interests. This helps children to develop their confidence and ability to express their wishes and needs, which helps in gaining skills and attributes required for the eventual move to school.
- Staff have built good relationships with parents and carers and have effective

systems in place for sharing information. Each child has an allocated key person, who is known to parents. Staff gather detailed information about the children when they start their journey at the setting and help children to progress. Parents provide very positive feedback about services they receive.

- For children who require additional support, staff work closely with the management team and other professionals involved to ensure the required support is provided. They effectively communicate with parents for continuity of care. For children whose home language is not English, staff find out basic words in their home language and regularly use them to help children settle.
- Staff use meal and snack times as a social tool to engage children in meaningful conversations. Children learn how to use their manners and say please and thank you. The youngest children extend their vocabulary as they learn new words.
- Children enjoy the activities on offer. For example, they enjoy the morning exercise session with staff, which helps to develop their large muscles and to burn some energy in preparation for their learning.
- Children have opportunities to learn about oral health. For example, they learn how to brush their teeth using toothbrushes and toothpaste. Staff demonstrate how to move the brush correctly to ensure children learn the benefits of brushing their teeth properly. Children confidently tell the inspector when they need to wash their hands and why.

Safeguarding

The arrangements for safeguarding are effective.

The new leader has reviewed the recruitment procedures and has implemented a more robust system to ensure staff are vetted securely. All staff have an induction when they start their work at the setting and attend required training. They know how to identify potential safeguarding concerns and the correct procedures to follow. The leaders have introduced regular supervision meetings for staff and managers to help identify and support staff in addressing any weaknesses in practice. However, supervision is at an early stage and leaders continue to monitor practice to ensure all staff follow the nursery's policies and procedures effectively.

What does the setting need to do to improve?

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

	Due date
make sure that all staff have a clear knowledge and understanding of their roles and responsibilities and follow all of the nursery's policies and procedures	15/07/2022

ensure all staff are able to effectively implement the intended curriculum to help children progress as much as they could.	15/07/2022
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To further improve the quality of the early years provision, the provider should:

- consistently manage children's behaviour in an appropriate way to support their understanding of age-related expectations and boundaries
- give children enough time to think for themselves before asking the next question or give them an answer
- ensure all toys on offer, particularly those that require batteries or charging, are in working condition and ready for use, so children can enjoy them and fully benefit from learning opportunities
- make better use of self-evaluation arrangements to help identify and address promptly any weaknesses.

Setting details

Unique reference number	2552433
Local authority	Camden
Inspection number	10215767
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 2
Total number of places	21
Number of children on roll	26
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Telephone number	07943505131
Date of previous inspection	Not applicable

Information about this early years setting

South Hampstead Daycare registered in 2019. The nursery is open Monday to Thursday each week from 8am to 6pm and operates all year round, except on bank holidays and some religious festivals. The provider employs nine staff, five of whom hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector
Nataliia Moroz

Inspection activities

- This was the first routine inspection the provider 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.
- This inspection was conducted following Ofsted's risk assessment process.
- The deputy manager and the inspector conducted a learning walk together.
- The inspector carried out a joint observation with the deputy manager in the garden.
- Children and parents talked to the inspector about their experiences at the nursery.
- The inspector observed activities and assessed the impact of these on children's learning and their progress.

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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