

Inspection of Under 1 Roof

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

Inspection date:

19 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and settled in this welcoming environment. They develop close and trusting bonds with the staff who have a caring and friendly manner. Children are happy and settle well into the routine.

The quality of interactions between staff and children is variable, and there are some inconsistencies in the teaching children receive. Children enjoy the activities staff plan for them. However, on occasion, in the toddler rooms, the curriculum is not consistently broad and rich for all the children. This does not encourage all children to learn and develop further.

Children behave well. They understand the expectations that staff have of them. Children receive warm praise from staff for the good choices they make. They copy staff's positive interactions. Children learn to speak respectfully to each other, take turns, and be kind to their friends.

All children develop their physical skills well. Babies are learning to be mobile and pull themselves up using low-level furniture, which they use to cruise along and walk safely. Toddlers and pre-school children enjoy running, climbing and balancing. All children use crayons, chalks, pencils and paints to make marks. Older children are beginning to use tools, such as tweezers and scissors, confidently.

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

- Leaders have worked hard to address the weaknesses identified at the last inspections. They have a targeted action plan that they are working towards to drive improvement. This has had a positive impact on ensuring children are kept safe at the setting. However, it has not yet had time to have a positive impact on the learning and teaching across the setting. This means not all children are receiving good levels of support in their learning.
- Staff interact warmly during care routines, such as nappy changes and washing hands. They make eye contact and sing songs. At sleep and rest times, staff reassure children by patting and stroking them. This helps children feel safe and secure.
- All children develop their independence skills well. At mealtimes they are learning to serve themselves independently and use cutlery appropriately. Children confidently choose resources to add to their play. Staff talk to children about risks and teach them how to manage this. For example, wiping spillages from the floor and putting on sunscreen. Children are learning to keep themselves and others safe.
- Leaders have recently implemented a curriculum that is based on children's interests, what they know and what they can do. Babies and pre-school children

benefit from this broad and sequenced curriculum. However, the learning experiences for some children in the toddler room is variable, and this means that not all children are making as much progress as they could be.

- Staff work hard to provide an environment where children can develop their curiosity and confidence. Children are motivated and have a positive attitude to their learning. There are clear rules, boundaries and routines in place to support this. Staff model the behaviour they want and talk to children about the impact their actions have on others. For example, in the toddler rooms, staff role model and discuss the importance of sharing and taking turns. This helps children to manage and understand their feelings and expectations.
- Leaders understand how to support children with special educational needs and or/disabilities (SEND) and those who may be disadvantaged. They work hard to identify any early concerns and work with parents to put an individual plan in place for children who need it. Leaders work with external professionals where necessary.
- Children who have English as an additional language are making progress in relation to their starting points. Staff celebrate the different languages children speak by using key words to support them.
- Leaders work closely with staff to support their learning through training and development. However, the process for supervision and coaching does not always address inconsistencies in teaching for some staff.
- Parents talk positively about the setting. They value the daily verbal feedback about their child's day, and find the photos and information on the nursery app very useful. However, some parents comment they would like more opportunities to contribute to their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. They know the signs which may indicate a child is at risk of harm. Staff have a clear understanding of what to do if an allegation was made against them or a member of staff. They closely supervise children and provide a secure environment to ensure children remain safe. Daily risk assessments are carried out before the children arrive, and the provision is clean and safe. Children learn how to keep themselves safe and healthy. For example, using knives safely at mealtimes, and to wash their hands before they eat.

What does the setting need to do to improve?

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

	Due date
--	-----------------

improve supervision and coaching of staff to specifically address inconsistencies in teaching	26/08/2022
ensure all children benefit from a rich and broad curriculum	26/08/2022

To further improve the quality of the early years provision, the provider should:

- provide more opportunities for parents to build on their child's learning at home.

Setting details

Unique reference number	EY488983
Local authority	Greenwich
Inspection number	10230354
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	72
Name of registered person	Under One Roof (Kids) Ltd
Registered person unique reference number	RP907509
Telephone number	07801072776
Date of previous inspection	20 January 2022

Information about this early years setting

Under 1 Roof registered in March 2016 and is based within the London Borough of Greenwich. The nursery is open from 7.00am to 7.00pm, Monday to Friday, throughout most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are currently 27 staff employed by the nursery, 21 of whom hold appropriate early years qualifications between level 2 and level 6.

Information about this inspection

Inspectors

Nelam Pooni
Anja Eribake

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspectors on a learning walk and told the inspectors about what they want children to learn at nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and leaders carried out a joint observation with the inspectors. They looked at how well practitioners teach and what they want them to learn.
- Staff, leaders and the manager spoke to the inspectors throughout the day.
- The inspectors observed children at play throughout the nursery.
- The inspectors spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspectors looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service (DBS) checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022