

Inspection of Cubbsland Day Nursery

St. Edmunds Church Hall, 12 Edmunds Close, Hayes, London UB4 0HA

Inspection date:

28 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider's recruitment and vetting processes are not robust. The provider does not carry out adequate checks to ensure staff are suitable when they are employed and does not ensure the continued suitability of the staff. This compromises children's safety.

Children are settled in this welcoming environment. Staff work hard to build close relationships with both the children and parents. They get down to the children's level and interact with them, speaking warmly and positively.

Children enjoy being at nursery and participate in a variety of interesting activities. For example, they learn about nature and the world around them in the garden and go on a scavenger hunt and look for a variety of mini-beasts, plants and flowers. However, the quality of education is variable. Some staff plan effective activities to support children to make progress. Others do not yet have the necessary skills to identify what the next steps for children are and how to plan activities to support this.

Activities planned throughout the day are mainly led by staff, and children have limited opportunities to make choices and explore their own ideas and interests. This does not encourage them to feel positive about their learning. Transitions for children are not always smooth and sometimes they can wait for long periods before an activity begins. Some children become restless and find it difficult to maintain good behaviour.

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

- Overall, children are happy at nursery and enjoy playing with their friends. However, not all children are receiving good levels of support in their learning. This is due to learning intentions for activities not always being clear and the quality of teaching not being consistently good. Also, the curriculum is not ambitious or challenging enough for the children.
- Children eat a range of healthy foods for snacks and lunch. They have regular access to the outdoor area where they can run, jump and learn to balance. Children are learning how to make healthy choices and lead healthy lifestyles. Staff interact warmly during care routines, such as mealtimes and nappy changes.
- Children have opportunities to learn and develop their independence skills, such as washing hands and dressing themselves. However, this is not consistent throughout the nursery. Some activities led by adults do not give opportunities for children to promote their own independence and thinking. When a child expresses that they miss their parent, staff do not pick up on this and explore

and discuss these feelings. This does not support children to learn how to manage their emotions appropriately.

- Generally, children are motivated to learn. They listen to instructions given by staff and participate in activities. However, as staff are not always clear about what they want children to learn and how, this can lead to children not feeling positive about their learning.
- Staff talk to children respectfully and children learn to do the same with their friends. Children enjoy listening to stories and singing songs. They use books independently and share stories with their friends. This supports children to make progress in their language development.
- Supervision, coaching and mentoring of staff are not effective, although staff attend training to support their professional development and have supervision sessions with the manager. However, this does not identify and address weaknesses in the teaching and practice of some staff. This has an impact on the quality of teaching and learning. Therefore, not all children are making as much progress as they could be.
- The manager understands how to support children with special educational needs and or/ disabilities, those with English as an additional language and those who may be disadvantaged. They identify concerns and work with parents and other professionals to put appropriate strategies in place.
- Parents talk positively about the nursery. They discuss that the staff are kind and caring and value the daily feedback they receive. They like the flexibility in hours of attendance. The manager works hard to meet the childcare needs of each individual family, and the parents appreciate this.

Safeguarding

The arrangements for safeguarding are not effective.

The provider's recruitment and vetting procedures are not robust. The provider does not carry out adequate checks to ensure staff are suitable when they are employed. The provider does not ensure the continued suitability of the staff who are employed. Staff have knowledge of safeguarding and child protection issues. Staff understand what to do if an allegation is made against them or a colleague. Important safeguarding information is displayed for all staff to access. Staff closely supervise children to ensure they are safe. Staff carry out regular risk assessments to ensure the areas children use are suitable.

What does the setting need to do to improve?

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

	Due date
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ensure recruitment procedures are robust to ensure all staff working with children are suitable	31/08/2022
ensure there are systems in place to ensure the ongoing suitability of staff working with children	31/08/2022
improve training, coaching and mentoring of staff so it specifically identifies and addresses weakness in teaching	31/08/2022
implement an ambitious and challenging curriculum with clear learning intentions to help children engage well and support good progress in their learning	08/09/2022
review transitions throughout the day to ensure children are not waiting too long.	08/09/2022

Setting details

Unique reference number	2557643
Local authority	Hillingdon
Inspection number	10221646
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	1 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Galla, Vandana
Registered person unique reference number	2519584
Telephone number	07426321609
Date of previous inspection	Not applicable

Information about this early years setting

Cubbsland Day Nursery registered in October 2019 and is based in the London Borough of Hillingdon. The nursery is open from 8:15am to 5.30pm, 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 7 staff employed at the nursery, four of whom hold appropriate childcare qualifications at level 2 and 3.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the setting has 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 led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- The inspector held discussions with the manager and staff throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about the experiences of the setting. The inspector also viewed written feedback from parents.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between staff and children.
- The inspector 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.

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