

Inspection of The Futures Nursery

12 The Slade, London, Kent SE18 2NB

Inspection date:

9 August 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Overall, children make adequate progress in their learning. Children make their own choices in play and have the opportunity to access planned activities. There are plenty of interesting resources based on the areas of learning. While the improvements made since the last inspection mean that experiences for children are greatly improved, there are inconsistencies in the quality of teaching, and some interactions are not targeted well to offer children the challenge they need.

Staff provide a bright and welcoming environment. On arrival, babies are happy and are supported to separate from their main carer. Older children enter well and show independence by hanging up their own belongings. Those who may need a bit more encouragement to settle are quickly supported by staff. Children show that they feel safe and secure.

Children's behaviour is good. They share well and show each other respect and patience. Staff intervene appropriately when needed. For example, they sensitively support children to take turns and wait patiently. Children use manners as they pass resources back and forth and know to apologise if their behaviour has had a negative impact on their friend.

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

- The provider's understanding of assessing staff suitability is not fully secure. The provider does ensure that they have completed the necessary checks, including identity and Disclosure and Barring Service checks. However, they have not sought overseas checks for staff who have lived and worked abroad. The impact on children's safety is minimised because a risk assessment that includes supervision of staff is in place.
- Leaders and managers have worked really hard since the last inspection to improve some aspects of the nursery provision. New staff state that they receive a comprehensive induction. Regular supervision sessions ensure staff have a suitable understanding of their role. Staff say that they enjoy working at the setting. They state that their well-being is well supported and they have manageable workloads.
- Staff have a good knowledge of children's backgrounds and heritage. They engage children in events that are inspired by their individual cultures, beliefs and home life experiences. For example, children are keen to taste traditional recipes from their friend's home country. They find out about each other's families by sharing photos hanging on the 'Family Tree'. This helps to broaden children's knowledge of the similarities and differences that they have with other people.

- Staff teach the children about healthy living. They talk positively about the importance of exercise and healthy foods. For example, children take part in weekly sports sessions that encourage them to be active and agile. Children learn about living things on visits to the local common. They nurture fruit and vegetable plants. They share and taste the healthy produce and talk about the importance of good oral health.
- Partnership working with parents is positive and this is reflected within the parents' comments. Children enjoy their time from the very beginning. Settling-in sessions help children to settle quickly into nursery life and form positive attachments to staff. Children extend learning experiences at home as a result of effective two-way communication. For example, children are encouraged to spot different types of transport with their families as well as share books about various subjects.
- Staff understand the importance of developing children's communication and language. Those working with babies and the younger children help to promote their language and communication skills through singing and responding to their babbles and sounds. They chat confidently to them and sing enthusiastically. Staff support children who speak English as an additional language well. They know the language that children speak at home and try to learn a few key words to ensure that children can communicate their needs effectively.
- Staff training suitably extends their knowledge of what captures children's attention. They supply appealing activities that provide a 'hook' for children's curiosity. However, some staff do not have enough information to precisely support a child. For example, information about the medical history of children with special educational needs and/or disabilities (SEND). Therefore, some groups of children are unable to achieve the very best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an appropriate understanding of how to protect children. All staff complete relevant training and leaders discuss safeguarding with them at regular meetings. Staff show confidence when discussing possible risks that affect their local community. They understand the signs and symptoms that may arise and know how to action their concerns. Furthermore, staff help children to understand the importance of being safe. For example, they regularly walk in the local area to look at road signs and to learn to use the zebra crossing safely.

What does the setting need to do to improve?

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

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

ensure robust suitability procedures that include obtaining additional overseas checks, to confirm the suitability of staff who have lived or worked abroad.	10/08/2022
--	------------

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

- enhance further the support for staff working with the older children to develop confidence in planning activities more precisely
- improve the quality of communication from leaders to staff so that staff have a better understanding of how they can support children with SEND or those who are not making expected progress in their learning.

Setting details

Unique reference number	2526228
Local authority	Greenwich
Inspection number	10213515
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	38
Number of children on roll	41
Name of registered person	Futures Nursery Limited
Registered person unique reference number	2526227
Telephone number	0208 854 6613
Date of previous inspection	30 September 2021

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. Most staff hold a relevant childcare qualification at level 3. The nursery offers funded early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a planned activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled relevant documentation, including information relating to suitability checks completed for staff.

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