

Inspection of Baytree House Day Nursery

32 Bromley Road, LONDON SE6 2TP

Inspection date: 28 July 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The learning and development needs of children are not met well. Some children are significantly impacted by changes within the staff team, such as when skilled staff are replaced by those with less experience. Children's experiences are inconsistent, for example during mealtimes. At times, leaders and key persons are unclear about important information about babies, such as their background and language. Babies lack stimulation for extended periods of time. They have few opportunities to develop and build their early communication and physical skills. Some children, including those with special educational needs and/or disabilities (SEND), are not prepared well for school. They do not receive support from staff to engage in activities or adjust to changes in routines. This affects their responses and behaviour.

Babies stretch out their arms as they engage with unfamiliar adults. They show their pleasure as they are bounced on knees. Some older children write their names on clipboards. They are proud of their achievements and approach staff to show what they have done. Most pre-school children engage well with Spanish lessons. Older children enjoy playing outdoors. They show good physical abilities as they run, climb or propel their bodies when swinging on tyres strung from trees.

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

- Weaknesses in leadership and management have a significant impact on children's learning and development. Since the last inspection, leaders have developed action plans with support from external advisers to help make improvements. However, this is not effective in helping them to implement the changes necessary to help improve outcomes for children.
- Leaders do not evaluate and monitor the curriculum well enough. Weaknesses in the programme to support children's communication and language development persist. Staff do not interact with children well. Babies do not have opportunities to hear and develop a good model of language. Older children and confident communicators have few opportunities to build their vocabulary and engage in meaningful, back-and-forth conversations.
- The manager, who is also the special educational needs coordinator, does not check that staff consistently implement agreed methods, such as sand timers or visual aids, to address gaps in children's learning and development. This does not help children to understand what is expected or give adequate warning when routines change. Staff struggle to get children who need this extra support to come inside and settle for lunch. This lack of consistency does not prepare children well for school routines.
- Leaders do not deploy staff effectively. For example, they do not adequately consider the skills and experience of staff caring for babies. Staff do not receive

sufficient support to understand how babies learn best. For example, they do not demonstrate an awareness of how to develop pre-walking skills. Babies are held or stay in bouncers for extended periods of time. Babies who are eager to move around are hindered by clutter on the floor. This has an impact on their safety.

- Staff teaching is weak. They lack the knowledge that they need to help children to engage in activities that meet their individual learning needs. For example, pre-school children have limited opportunities to further develop their writing skills. Adult-led activities for some pre-school children are poorly planned. There are too few resources, and some children are overlooked. Less-confident children do not receive support to join in and are not offered alternatives.
- Although the nursery has a diverse cohort of children and staff, this is not reflected in the learning environment or curriculum. Leaders do not ensure that all staff implement the nursery's 'English as an additional language' policy to ensure that children have consistent opportunities to see or hear languages that are familiar to them. Most children have few opportunities to recognise their languages and backgrounds as they play. The policy is not being used to support children who speak a language other than English at home.
- Staff provide flexible routines for babies. They prepare food that meets children's needs, such as grating apples for snack. Staff support children to develop independent toileting and work with parents to achieve success. Children show that they understand how to look after their physical well-being. For example, they request water when they are thirsty while playing outdoors.
- Leaders have improved communication with parents, who say that their children are happy to attend. Displayed information helps parents to recognise their child's key person, who shares information in person. Parents receive information about age-appropriate home-learning activities. The use of technology also supports communication with parents about their children's experiences.

Safeguarding

The arrangements for safeguarding are not effective.

The needs of children with SEND are not consistently met. This has an impact on their well-being. At times, the learning environment for babies means that their safety cannot be fully assured. Leaders and staff are alert to potential risks to children, such as exposure to extreme views, unsafe technology or domestic abuse. Leaders work with relevant agencies to keep children and families safe. Staff understand the procedures to follow if they suspect that a child is at risk or abuse or harm. They know how to respond if concerns arise about a colleague. Staff recognise and take action when children become hot in warm weather. This helps to protect children's physical well-being. Staff show that they understand and follow procedures for dealing with accidents. Risks are managed effectively for outings.

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 that action to evaluate and monitor the curriculum is effective so that identified weaknesses are promptly addressed and children's progress and routines, including for those children with special educational needs and/or disabilities, are regularly reviewed	16/09/2022
make sure that babies receive effective support to build their early communication and physical skills, and have opportunities to explore and develop their curiosity	16/09/2022
improve teaching support for staff so that they understand how to plan and carry out challenging activities that enhance children's learning	16/09/2022
deploy staff more effectively so that key persons are available to build settled relationships with children and help them to engage in activities that meet their individual learning needs	16/09/2022
ensure that staff understand and implement nursery policies and procedures consistently	16/09/2022
ensure that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the ages of the children cared for, with particular regard to babies.	16/09/2022

Setting details

Unique reference number	EY462346
Local authority	Lewisham
Inspection number	10209874
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	54
Number of children on roll	57
Name of registered person	The Beeches Nursery Group Limited
Registered person unique reference number	RP532567
Telephone number	02086905465
Date of previous inspection	21 September 2021

Information about this early years setting

Baytree House Day Nursery registered in 2005. It is located in Catford, in the London Borough of Lewisham. The nursery is open between 6am to 9pm, Monday to Friday, all year round. There are 14 staff who work with the children, nine of whom hold appropriate early years qualifications from level 2 to level 4. The nursery receives funding to provide early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed the ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provision.
- Leaders showed the inspector around the nursery and out-of-school provision, and explained how staff support children's learning, engagement and development.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's learning.
- The manager and inspector discussed the teaching and learning that took place during a children's activity.
- Leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, children's records, accident records, policies and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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