

Inspection of Under 1 Roof

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

Inspection date:

8 March 2023

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted with a friendly welcome by the manager and practitioners. They form positive relationships and seek comfort when needed. Children are supported to settle in various ways. For example, some children choose to greet their previous key person before settling into their own room. This helps children to feel secure.

Children make choices in their play from the range of resources on offer and engage with practitioners. However, the quality of education is not yet consistently good. Some practitioners are not clear on what they want children to learn from all planned activities. Children with special educational needs and/or disabilities (SEND) are not always supported effectively. Although staff work hard to try and support all children, they are not always successful. This means that children's experiences vary and some children are not supported well enough in their development. Practitioners resource the room with activities. However, they do not support children to develop deep learning.

Children interact with their peers and generally demonstrate friendly and respectful behaviour. For example, children sing 'happy birthday' to their friends and make them cakes in the role-play area. Children say please and thank you throughout the day. Practitioners role model respect by asking permission before changing children's nappies and wiping their noses.

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

- Managers know what they want children to learn. However, they do not ensure that all practitioners implement the curriculum well enough. Their support for practitioners' professional development and the monitoring of their practice has not been effective to prevent weaknesses in the curriculum. This impacts on children's learning and development.
- The special educational needs coordinator assesses children and identifies when children may need additional support. Managers and practitioners work together with parents and other professionals to support children with SEND. However, at times, managers do not share information about children with practitioners in a timely manner to meet their needs. In addition, some children with SEND do not always access the same activities as their peers.
- Practitioners do not consistently understand how they can support their key children to achieve their next steps in learning. Their interactions to support children's learning and build on their knowledge are variable. For example, practitioners ask children questions about the activity, and when children do not respond, practitioners do not further extend children's learning.
- Pre-school children develop sufficient independence skills. For instance, they

wipe their own noses, serve their own food and dress themselves. However, younger children do not receive the same opportunities. Babies do not consistently have opportunities to learn to feed themselves and toddlers do not learn to take off their own coats and shoes. This hinders younger children's developing self-help skills.

- Parents value the support which practitioners offer them and their children. However, practitioners do not consistently provide parents with regular information about their children's experiences and development, so that they can support them further at home.
- Practitioners provide opportunities for children's physical development. All children have regular access to the outdoor space. Older children move in various ways, such as running and jumping, while playing games with practitioners. Babies are encouraged to stand and crawl through a range of activities.
- Children learn about being healthy. They are offered a range of healthy meals and snacks and they drink water throughout the day. Systems are in place to ensure that children's allergies and dietary requirements are catered for.
- Children demonstrate an interest in learning. All children access a variety of activities throughout the day. Babies explore musical instruments and cause and effect toys. Toddlers experience sensory play, such as play dough and paints. Pre-school children enjoy activities, such as making characters with magnets and exploring insects.
- Overall, children behave well. However, occasionally, practitioners do not support all children to understand and manage their emotions. This results in children remaining upset after practitioners have tried to resolve conflict situations.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners have a good understanding of the procedures to follow if they have concerns about a child in their care. They understand the signs and symptoms that a child may be at risk of abuse or harm. Managers follow safer recruitment processes to ensure that practitioners are suitably vetted to work with children. Practitioners attend regular safeguarding training to keep their knowledge up to date.

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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improve supervision, coaching and training for staff to support continuous improvement of staff's teaching practice and to raise the quality of children's learning experiences	05/04/2023
improve the arrangements in place to support children with SEND	05/04/2023
develop the planning and implementation of the curriculum to provide suitably challenging and stimulating learning experiences for all children.	05/04/2023

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

- extend opportunities for babies and toddlers to become independent
- improve partnerships with parents to help them to understand how to support their child's development at home
- support all children to understand and manage their emotions, to help them to resolve minor conflicts.

Setting details

Unique reference number	EY488983
Local authority	Greenwich
Inspection number	10281493
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	66
Name of registered person	Under One Roof (Kids) Ltd
Registered person unique reference number	RP907509
Telephone number	07801072776
Date of previous inspection	19 July 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 7am to 7pm, Monday to Friday, throughout most of the year. The nursery receives funding to provide early education for children aged two, three and four years. There are currently 22 practitioners employed by the nursery, 17 of whom hold appropriate early years qualifications between level 2 and level 6.

Information about this inspection

Inspectors

Katie Smith

Anne-Marie Giffits-Walker

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and an inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors observed the interactions between practitioners and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of practitioners working in the nursery.

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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