

# Inspection of Curious Children Day Nursery

113a-113b Woolwich Road, Greenwich Peninsula, London SE10 0RF

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Inspection date: 12 June 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

At times, children are left alone with staff whose suitability has not been checked by the provider. This compromises children's safety. Children's needs are not met well because staff working with children lack the necessary skills, knowledge and experience. For example, at the start of the inspection, there is no adult present who holds an approved childcare qualification.

Children sit at tables for long periods with nothing to do until the manager arrives. Some children who are new to the setting find it difficult to settle. Staff do not support them to engage in different activities and are unsure how to comfort them effectively. Children play in an enclosed, covered outdoor area that is too small for the numbers of children and activities provided. This hinders the ability of children to safely develop their physical skills. Older children have few opportunities to learn new words or hold back-and-forth conversations. Children sometimes become bored and restless due to a lack of stimulating activities and inconsistent teaching support from staff. This does not prepare them well for future learning.

Children do have some positive experiences. Despite the challenges of moving around in a cramped space, children jump, stretch and practise their balance skills. Very young children are keen to explore. They show their curiosity, for example, as they lift and closely peer at natural materials. Some older children enjoy opportunities to develop their writing skills and creativity.

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

- The provider does not evaluate or monitor the service effectively. Prompt action is not taken to address identified areas of concern, such as checking that staff qualification ratios are maintained. A lack of qualified staff hinders the provider's ability to ensure that the quality of education is effective. The failure to meet legal requirements also has an impact on children's safety and well-being.
- The provider fails to ensure that staff have the qualifications and training required for their roles and responsibilities. On the morning of the inspection, none of the adults working with children held a recognised childcare qualification. Babies are not cared for by staff with the required experience and qualifications. In addition, training is not effective in improving the knowledge of staff who have lead responsibility for safeguarding. Some are unclear about the procedures they must use if concerns arise.
- The provider does not ensure that staff receive the support required to carry out their roles and responsibilities effectively. The special educational needs coordinator is aware of the referral procedures to use to access support for children with special educational needs and/or disabilities (SEND). However, children with possible gaps in their development do not receive targeted

teaching, as there are too few qualified staff.

- Staff do not show that they understand how to plan and implement a sequenced curriculum that builds on what children know. At times, learning is incidental as there are few well-planned learning opportunities for the different ages and abilities of children to engage with. The curriculum is not ambitious and challenging for children, including those who may be more disadvantaged. This means that children do not make the progress they are capable of. Nonetheless, some staff interact and engage positively with children as they play.
- Since her appointment, the manager has used coaching and supervision to help develop and improve staff teaching skills. However, the impact of this support is not yet apparent. Staff do not take sufficient account of children's interests or consider what they already know and what they need to learn next. For example, some children who speak English as an additional language do not receive support from staff to develop their language skills and communicate their needs or ideas.
- Children behave well. They listen to and follow staff's instructions and show that they understand what is expected of them. Staff encourage children to use good manners and help children to develop healthy hygiene habits, such as regular handwashing. However, children's attitudes to learning are not promoted well due to the weak curriculum.
- Staff develop warm relationships with children. They encourage children to socialise appropriately during group activities, such as while playing with bubbles at the water tray. Some staff engage children well during pretend play or during painting activities. However, this is not consistent and learning is not purposeful. Staff do not prepare children well for their next stages in learning.
- The lack of qualified and experienced staff results in children often being cared for together in a mixed-age group that includes babies. Children are not able to fully develop relationships with a key member of staff who is able to ensure that their care, learning and development needs are consistently met. This has an impact on the personal development of children and babies. The most able children do not receive support to develop their individual skills and become confident and independent learners.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not understand the correct procedures to follow if concerns about staff's suitability arise. Although all staff complete training to update their safeguarding knowledge, those with lead responsibility for safeguarding do not complete training that is relevant for the role. Some leaders lack understanding about the roles of relevant safeguarding agencies and when to involve them. This affects their ability to take the correct action if an allegation is made. In addition, leaders are unable to produce evidence that suitability checks are completed for all staff. Records are not easily accessible or available to those with a professional need to see them.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that the designated safeguarding lead practitioner completes training that is relevant for the role, knows how to follow child protection procedures and can give appropriate advice and support to staff	10/07/2023
complete effective vetting procedures to assess and ensure the suitability of all staff before they are left unsupervised with children	10/07/2023
provide staff with appropriate training and support so that they improve their teaching skills and know how to plan and implement an effective curriculum that meets the individual learning needs of children	10/07/2023
ensure that at least one member of staff holds a level 3 qualification when children are present and deploy staff so that the required qualification ratios are maintained	10/07/2023
organise the outdoor area so that it is suitable and safe for the numbers and ages of the children present, and the activities provided	10/07/2023
ensure that records are available and easily accessible to those with a professional need to see them.	10/07/2023

## Setting details

<b>Unique reference number</b>	2641126
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10289552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Curious Children Day Nursery Ltd
<b>Registered person unique reference number</b>	2641125
<b>Telephone number</b>	07956310234
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Curious Children Day Nursery registered in 2021. It is situated in the Greenwich Peninsula, in the Royal Borough of Greenwich. Eight staff are employed to work with children. Of these, three staff, including the manager, hold qualifications at level 3 or above. The provider receives funding for early education places for children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the provider 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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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