

Inspection of Ferndale Road Day Nursery

Ground Floor, Exbury House, Ferndale Road, London SW9 8AZ

Inspection date: 16 March 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety cannot be assured. Children are at risk of harm as the manager does not ensure thorough risk assessments are regularly completed. Staff do not remove obvious hazards that pose a risk to children. For instance, staff fail to secure trailing wires from electrical appliances and leave equipment blocking access to the fire extinguisher.

Children learn about colours, letters and numbers, and shapes. Staff teach them to become independent, such as learning to put on their own coats and shoes. Generally, leaders and managers know what they want children to learn. They provide extra-curricular activities, such as French, that occasionally extend children's learning. However, the implementation of some learning opportunities does not effectively engage children. This impacts on their behaviour and attitudes towards learning. Staff do not tailor their teaching to meet children's needs, which hinders children's ability to make progress.

Despite these weaknesses, children arrive happy and settle quickly. They are generally friendly with staff and each other. Older children learn to take turns on the slide and share tools in the mud kitchen. Babies form good relationships with their key person who knows their individual routines. At times, staff support their emotional needs, which helps them feel secure and confident to explore the sensory toys provided.

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

- Leaders and managers fail to monitor the quality of care, education and children's safety at this nursery. Self-evaluation is ineffective.
- Staff do not promote good hygiene procedures, such as reminding children to flush the toilet after use. Furthermore, staff also do not intervene when children walk around with food in their mouths, which puts children at significant risk of choking.
- Staff teach children to follow simple rules. For example, they encourage children not to come down the slide on their tummy. However, they do not explain why. Therefore, children do not learn to assess risks for themselves. This impacts on children's understanding of safety and their personal development.
- Staff respond to children promptly if they become upset. They offer cuddles and comforting words. However, staff do not handle babies appropriately. At times, staff pick up babies in ways which are not safe. This puts babies at significant risk of injury.
- The curriculum is not well implemented or adapted to meet children's individual learning needs. On occasion, activities are repetitive and uninteresting for children, meaning they become bored and unstimulated. Some staff discuss how

they support children's learning. However, this is not always carried out in practice. This significantly impacts on what children are able to learn and the progress they can make.

- Children do not learn to manage their behaviour and, at times, demonstrate poor self-control. For example, during large-group sessions some children find it difficult to maintain attention. This results in them interrupting conversations, pushing others, and climbing on top of other children. This impacts on children's ability to participate in the activity and does not teach children to have respect for others.
- Arrangements for staff professional development are not effective. Leaders and managers do not identify weaknesses in practice, which impacts on staff's ability to improve the quality of care and education. This impacts negatively on the effectiveness of curriculum planning and the attention given to how children's individual needs are met.
- Staff do not effectively implement strategies to support children who speak English as an additional language. Some key words are gathered from parents in children's home languages. However, these are not used to support communication at the nursery, which makes it difficult for some children to express themselves. In addition, there are few opportunities for children to hear or speak their home language. This impacts on all children's opportunities to develop a knowledge of the diversity within the nursery.
- Healthy and nutritious meals and snacks are provided daily. Children learn to feed themselves and older children practise pouring their own water. Children have opportunities to rest during the day. Staff follow personal routines for the youngest children, so they feel secure. Older children have opportunities to become independent, such as learning to wash their hands before meals and to use the toilet independently.
- Parents speak positively about their relationships with staff and the experiences their children have at the nursery. Communication is effective and parents say they like the online system for receiving updates about their child's development and daily activities.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders ensure staff receive regular safeguarding training and maintain paediatric first-aid qualifications to give emergency treatment if required. However, leaders do not identify where there are still gaps in staff's safeguarding knowledge. They do not take prompt enough action to improve staff's understanding of how to always provide and maintain a safe environment for children. Leaders do not use risk assessments sufficiently well to identify and minimise risks to children, both indoors and outdoors. In addition, leaders do not ensure that all staff receive sufficient support and guidance to enable them to lift children 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 risk assessments are implemented to ensure all hazards are removed	12/05/2023
ensure staff handle young children appropriately to minimise the risk of harm	12/05/2023
ensure effective systems are in place to provide staff with support and training, to help them to implement a broad and varied curriculum that challenges children and meets their individual needs	12/05/2023
ensure planning is tailored to children's individual learning needs	12/05/2023
ensure staff implement suitable behaviour management strategies that help children learn to manage their behaviour	12/05/2023
ensure there are appropriate arrangements in place for the supervision of staff to help them to identify strengths and weaknesses, and professional development opportunities	12/05/2023
ensure monitoring arrangements are in place to identify weaknesses in practice and the provision, and how these are embedded and maintained.	12/05/2023

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

- strengthen strategies to support children who speak English as an additional language.

Setting details

Unique reference number	EY100846
Local authority	Lambeth
Inspection number	10279642
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	0 to 4
Total number of places	32
Number of children on roll	36
Name of registered person	Salawa, Natalie Anne
Registered person unique reference number	RP906736
Telephone number	0207 733 9779
Date of previous inspection	16 October 2017

Information about this early years setting

Ferndale Road Day Nursery registered in 2002. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs seven members of staff, five of whom, including the manager, hold appropriate early years qualifications at level 2 or above. The nursery is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Kyrstie Gennoe

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.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- Parents spoke to the inspector about their experience at 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.

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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