

Inspection of Camberwell After School Project

14 Badsworth Road, Camberwell, London SE5 0JY

Inspection date: 24 January 2024

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

Leaders and practitioners do not keep children safe in the nursery. They do not assess the risk of activities according to the age, ability and needs of the children accessing them, which compromises children's safety.

Significant weaknesses in leadership mean that not all statutory requirements are met. This impacts on children's learning, development and well-being. The provider does not support the manager well enough. They do not ensure that the manager meets the responsibilities of her role. The manager has additional responsibilities that restrict her from completing all aspects of her role effectively. For example, as well as being the manager, she is actively working with the children. She does not feel able to prioritise supervisions and provide support for practitioners to help them continually improve the curriculum and outcomes for children.

Despite previous concerns being raised about the quality of behaviour management, leaders have failed to implement effective behaviour management strategies. Practitioners are not always able to successfully manage unwanted behaviour and children do not learn what is expected of them. For example, when children are hurting each other or running indoors, they are not given an explanation as to why this is unacceptable.

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

- Practitioners are not deployed effectively so that children are supervised at all times to help ensure their safety. For example, younger children have access to scissors at a cutting and sticking activity without adult supervision. The poor risk assessment means children are at risk of harm.
- Children do not have positive attitudes towards learning. They become bored and do not engage fully in the activities on offer. The poor implementation of the curriculum means children do not make good progress in their learning. The manager and practitioners do not always ensure that children are supervised well enough. For example, children access an activity involving shaving foam, which can be ingested, without adult supervision. This poor practice significantly impacts children's behaviour and compromises children's safety.
- The manager understands how to observe and track children's development and identify gaps or emerging needs. However, she does not have a good understanding of what she wants children to learn. Expectations for children are not consistently high enough across all age groups in the nursery. Children are not provided with an ambitious curriculum that challenges and extends their learning and development. This means that children do not consistently engage in meaningful learning, and children with special educational needs and/or disabilities do not receive the support they need to reduce gaps in their

development.

- The key-person system is ineffective. It does not support the learning and care needs of all children. Currently, the manager is the key person for all children. Other practitioners do not always know essential information about children, such as next steps or approaches to behaviour. This means that practitioners cannot use this information to support children's needs. This has a negative impact on children's sense of safety and security and their emotional well-being.
- Practitioners do not receive effective supervisions that they need to support and improve their professional skills and teaching. Although the manager recognises that supervisions have not been completed, she is restricted by time because she is working directly with the children. This has a negative impact on the quality of education the children receive.
- The provider has not supported the manager to implement a consistent routine that supports children's personal, social and emotional development, and enhances children's learning. For example, when story time is announced to the children, the practitioner is distracted, and this is not followed through. Other practitioners do not take over to keep the routine in place. Children find it difficult to settle, because they do not know what to expect next during their day. This compromises their emotional security and creates a barrier to learning.
- Practitioners do not teach children what is expected of them. Children do not follow instructions and do not transition well at lunchtime. For instance, children leave the table throughout lunchtime to play with toys. Children do not take their plates to the kitchen counter when asked. Practitioners do not teach children the impact their actions have on others.
- Despite significant weaknesses in the setting, the manager and practitioners have knowledge and understanding of the procedures to follow if they have concerns about any children in their care. They encourage children to learn good hygiene routines. Children brush their teeth, wash their hands and use the toilet. Practitioners are inconsistent when supporting independence skills. They provide too much support during handwashing routines and put on coats for some children while encouraging others to try to do it themselves.
- Practitioners help children to develop their physical skills. Children have access to outdoor space to move in different ways. They enjoy the climbing equipment as they explore in many ways to climb and balance. This supports their muscle development and core strength.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective risk assessments to identify any risks to children's health and safety, and ensure that action is taken to reduce or minimise risks in a timely way	22/02/2024
improve the oversight of the setting to ensure that the manager meets the responsibilities of their role and that staff receive the support they need to improve their practice	22/02/2024
implement effective supervision for practitioners which provides them with coaching to help children make good progress	22/02/2024
implement a behaviour management strategy, that is consistently implemented by practitioners, that helps children to understand what is expected of them	22/02/2024
ensure that an effective key-person system is in place to meet children's individual needs, build settled relationships, and promote their emotional well-being	22/02/2024
develop the quality of education so that children are provided with consistent, high-quality learning and interactions	22/02/2024
develop a routine that supports children to settle, develop independence and contribute to the care of the nursery environment.	22/02/2024

Setting details

Unique reference number	107507
Local authority	Southwark
Inspection number	10278223
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	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Camberwell After School Project
Registered person unique reference number	RP910337
Telephone number	020 7708 2711
Date of previous inspection	24 January 2023

Information about this early years setting

Camberwell After School Project registered in 1994 and is located in the London Borough of Southwark. The project operates during term time from 8.30am to 6pm, Monday to Friday. A team of three staff works with the children, including the nursery manager. Staff in the nursery hold relevant childcare qualifications at level 3. During the school day, the nursery 'Beanstalks' offers funding for children aged two, three and four years. Children of school age attend the after-school club.

Information about this inspection

Inspector
Katie Smith

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.
- Children 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 manager 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 spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of 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.

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