

Sally Kids Care

244b Brixton Hill, LONDON, SW2 1HF

Inspection date	18/11/2014
Previous inspection date	19/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The manager and staff team monitor and identify the needs for the setting. Plans are in place for improvement and many have been implemented since the last inspection to support improving outcomes for children.
- Assessment information related to children is consistently used to inform children's next steps for learning in the activity planning.
- Children who are learning English as an additional language are provided with the support needed to help them make progress.

It is not yet good because

- The provider does not have good staffing arrangements in place to meet ratios during unexpected staff absences, which affects how well they meet the needs of all the children.
- Some aspects of the planned learning, lack good levels of challenge for the varying abilities of children taking part.
- Staff do not always promote opportunities with parents for sharing information about children's learning, including how they can support their child's development further at home.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager, deputy manager and staff, and spoke to the children at appropriate times during the inspection.
- The inspector observed the children as they took part in activities in the inside and outside play environments.
- The inspector and manager carried out a joint observation of practice.
- The inspector sampled a range of documents, including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full report

Information about the setting

Sally Kids Care registered in 2013. It operates from a converted shop. It is situated in Brixton in the London Borough of Lambeth. Children have access to one large playroom and a small sleep room. Children also have use of an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs six staff, including the manager who is also the owner. All the staff hold appropriate early years qualifications at levels 2 and 3. The manager holds early years qualifications at level 6. The nursery also runs a before and after school club within the premises. The nursery receives funding for the provision of free early education for children aged three years. The nursery supports children who learn English as an additional language. The nursery is open from 7 am to 7 pm, Monday to Friday, all year round, except for two weeks in summer and public bank holidays. There are currently 12 children in the early years age range on roll.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staffing arrangements meet the required ratios to support the needs of all children and safeguard their welfare during unexpected staff absences.

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

- maximise learning opportunities when planning activities so that each child is challenged appropriately according to their stages of development
- strengthen the arrangements for sharing information about each child's learning with parents and engaging and supporting them in guiding their child's development at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle into the nursery through gradual settling-in times, according to the individual child's needs. Staff begin to develop relationships with children and parents during this period and gain a sound understanding of the child's background. This results in the children feeling secure within the nursery. Staff record observations of children's starting points for learning with guidance from parents. This helps them to develop an

understanding of the child's stages of development. Once the child has settled, staff record children's achievements and identify individual targets. The staff share these targets verbally with parents, which helps to promote continuity of learning. However, staff do not always provide good opportunities for parents to exchange information about how they are supporting their children's learning at home. This means that parents may not be working towards the same targets as the staff and children may not be consistently supported. Staff use relevant guidance to assess children's progress and identify their next steps in learning. As a result, each child receives support in the seven areas of learning. Staff complete the required progress checks for two-year-old children and share these assessments with parents, providing sound information about their child's progress at this stage. Children take part in a variety of activities that help them to progress in their learning, both in the inside and outside play environments. However, at times, some aspects of the planned learning lack good levels of challenge for the varying abilities of children taking part. This hinders the more-able children's enthusiasm for learning.

Staff talk to children as they play, which helps to extend their vocabulary and communication skills. For example, during the inspection, staff were observed at the same level as the children, bathing the dolls in the water tray. Staff used songs and rhymes to help engage children in the activity, developing children's communication and language skills in a purposeful way. Children who speak English as an additional language benefit well from such activities and extend their communication skills. Staff encourage children to develop their home language skills as well, using pictured timetables and key words sought from parents. This helps children to know their home language is valued and enables them to communicate effectively.

Staff help children to develop their social and emotional skills, supporting them to understand the need to share, take turns and to respect each other's feelings. For example, during the inspection, when playing with the train track, children needed reminding to wait for their turn patiently. Children have good opportunities to develop their learning about the world around them through the activities that staff plan. For example, recently the learning theme was fruit and vegetables. Children went on trips to the supermarket to look at the produce available; they held their own baskets and were able to touch and feel the fruits and vegetables. Staff talked about the price, colour, and shape, extending children's learning further. Children take part in adult-led painting activities where they draw and stick to express their creativity, developing hand control and future writing skills. This helps prepare them for the next stage in their development and for school.

Children have access to many books and staff read to the children daily. This develops their interest in literacy. Children have many opportunities to count throughout the day. For example, they join in with counting to five as the staff call out their names to go and wash their hands. They learn about different cultures and ways of living through the celebration of festivals and the positive images they see around them. Children develop their physical skills through exercise in the nursery and in the garden. For example, they delight in climbing up a wooden apparatus and sliding down. They jump up and down when they take part in music and movement sessions, which are planned in to the routine. Younger children are thrilled when they pull themselves up on the low furniture, which increases their physical capabilities. Children who attend from the after school club

enjoy a visit to the park on their way to the nursery.

The contribution of the early years provision to the well-being of children

Children are happy within the nursery and form close attachments with their key person and all staff, who are responsive to their needs. Photographs of the children present are displayed around the nursery, which help them to feel secure and develop a good sense of belonging. Staff act as positive role models, praising children and reminding younger ones of the boundaries throughout the routine. As a result, children are developing good manners and they are aware of the expectations for behaviour.

Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence can grow as they move freely and safely around the nursery. Children are able to make choices from age-appropriate, safe and suitable play materials. Children are beginning to gain an understanding of risk and are learning how to keep themselves safe. Staff remind them of routine safety rules throughout the day and ask children to think about how to manage risks. At the inspection, for example, when a child attempted to run inside they were politely reminded that running was for outside, as they may hurt themselves. Children are also included in practising regular fire drills. Paediatric first-aid training for staff is prioritised. All staff have first-aid qualifications which helps to ensure staff care for children appropriately in the event of an accident. However, the lack of good procedures to maintain the required staffing ratios at all times has an impact on children's well-being.

Staff support children's health and well-being through providing healthy meals and snacks. On the day of the inspection, children enjoyed eating rice cakes and sliced apple with raisins for a snack. Children understand the importance of good hygiene. They understand that washing their hands removes dirt before they eat, which then prevents them from becoming ill. Children are developing an understanding of healthy lifestyles. They talk about the effects of different foods and exercise on their bodies, for example, how the carrots make you grow strong. Children delight in pouring milk from the jug with support at breakfast time. Older children act as positive role models for the younger ones who want to copy their actions. This helps children to develop their independence and personal, social and emotional skills, preparing them for their next stage in their learning. The staff team follow hygienic procedures when assisting children with their personal care. They make use of disposable gloves when necessary, which reduces the risk of cross contamination securely. Staff encourage pre-school children to be independent with toileting, while providing subtle but appropriate supervision, helping prepare children for school.

The effectiveness of the leadership and management of the early years provision

Staff understand their duty to protect children. They refer to the nursery's safeguarding policy and procedure to support them in their care and protection of children. All staff

receive safeguarding updates and training, which assists them to promote children's welfare appropriately. To ensure staff are fully aware of their individual responsibility for safeguarding practice, the policy is discussed regularly at staff meetings. The nursery has recently reviewed and strengthened its safeguarding arrangements regarding the collection of children from school who attend the nursery for after school care. This followed an incident where a child was not collected because there was a misunderstanding about who was due to collect the child. A member of staff takes a register of the children attending that day and collects them from school. The register is confirmed and agreed in writing from contracts, signed by parents. This helps to ensure that communications stay current between the school, parents and the nursery to safeguard children.

Thorough recruitment and vetting procedures help to ensure adults working with the children are suitable to do so. This supports the nursery to ensure children are cared for by staff that are committed to children's care and education. The manager is aware of the required adult-to-child ratios to keep children safe and secure, and, generally, these are maintained through her registration system. The provider has systems in place to use back-up staff and agency cover in the event of staff absences, though these do not always work successfully in practice. At the inspection, the required number of staff were not present until mid-way through the morning due to staff sickness. This is a breach of requirements of the Early Years Foundation Stage and the Childcare Register. This had an impact on how effectively the manager and staff were able to support the welfare of all children and safeguard their welfare.

Staff have regular opportunities for supervision meetings and appraisals. The manager and staff identify training needs together, to enable all staff to update and expand their knowledge. This helps them to improve outcomes for children. The manager works alongside staff, acting as a good role model, and she mentors and observes practice. Any issues of poor practice are acted on immediately, informing staff of outcomes, then mentoring and training is sought. This helps staff and apprentices to improve the overall quality of their practice. The manager oversees the way that staff are observing and recording children's progress and ensures that it is being tracked in accordance with children's age and stage of development. This process ensures that all staff are working together to help identify children's learning needs and to help to close any gaps in their learning. Staff are encouraged to feed back their views about the way the nursery is managed. This encourages staff to reflect on their practice and helps with the continual assessment of the quality of the provision. Staff, parents and children are beginning to contribute to the self-evaluation processes. Staff are expected to share their views at team meetings, while parents and children contribute through questionnaires and verbal feedback. These processes are developing so that evaluations on how well the provision meets the requirements of the Early Years Foundation Stage are secure. Plans for improvement are relevant and ongoing. The staff team is conscientious, striving for quality care and continuous development.

Partnerships with parents are sound. Parents' and carers express positive comments about the nursery and staff. They acknowledge how staff provide a flexible, friendly environment for their children to learn in, and say they are confident that their children enjoy coming. The nursery has procedures for sharing information with other agencies where relevant.

Links are encouraged with other providers, in particular, local primary and pre-schools, to provide continuity of care and meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a sufficient number of staff are present at all times on the premises to ensure the safety and welfare of the children for whom childcare is provided (compulsory part of the Childcare Register).
- ensure that a sufficient number of staff are present at all times on the premises to ensure the safety and welfare of the children for whom childcare is provided (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY463627
Local authority	Lambeth
Inspection number	962980
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	10
Number of children on roll	12
Name of provider	Salimata Bambara
Date of previous inspection	19/12/2013
Telephone number	07951109446

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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