

# Pumphouse Nursery & Family Club

Lavender Pond Pumphouse, Lavender Road, Rotherhithe, London SE16 5DZ



<b>Inspection date</b>	18 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that staff carry out adequate risk assessments of the premises to minimise all potential hazards to children's welfare. This weakness compromises children's safety.
- The provider does not ensure that all staff are aware of current safeguarding issues, such as the 'Prevent' duty guidance. Staff lack the knowledge of how to report child protection concerns to relevant agencies. This puts children's welfare at further risk.
- The provider does not offer staff effective support and coaching to develop their teaching skills. The quality of teaching is weak and staff do not sufficiently engage with the children to support their learning.
- Staff do not establish effective partnerships with parents. Parents report that they are not adequately informed about their children's learning and care needs.
- Staff do not provide children with challenging activities, inside and out, to help them to make adequate progress. They do not provide sufficient opportunities for children who speak English as an additional language to hear their home language and to develop a good standard in English language. Not all children gain the skills they need to communicate effectively.
- The key-person system is ineffective. Staff do not observe and assess children's learning to support their emotional well-being consistently. They do not complete the two-year-old progress check for all children aged between two and three years old, as required.
- The provider does not effectively evaluate the service provided to identify areas that require improvement.

### It has the following strengths

- Children have some opportunities to develop their self-help and independence skills.

## What the setting needs to do to improve further

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

	Due date
carry out rigorous risk assessments to ensure that all hazards to children's safety are identified and eliminated, with particular regard to the indoor environment	25/01/2019
ensure all staff gain knowledge and understanding of all safeguarding matters and the reporting procedures, including the 'Prevent' duty guidance, to keep children safe from harm	25/01/2019
extend the arrangements for the professional development and supervision of staff to help them to improve their knowledge, understanding and practice	25/01/2019
improve partnerships with parents and/or carers by enabling a regular two-way flow of information about their child's learning and development, to provide consistency in care and teaching	25/01/2019
plan challenging and stimulating activities that engage children, to support them in all areas of their learning, including those who prefer to learn outdoors	25/01/2019
take reasonable steps to provide opportunities for children to develop and use their home language in play and provide sufficient opportunities for them to learn and reach a good standard in English language	25/01/2019
establish an effective key-person system to meet children's individual learning and care needs	25/01/2019
implement effective systems to observe, assess and monitor children's learning, and complete the required progress check for all children between the age of two and three years, providing parents with a written summary.	25/01/2019

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

- develop a rigorous self-evaluation process to help identify all weaknesses in practice and take appropriate steps to improve outcomes for all children.

### Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector completed a joint observation with the provider and discussed children's learning with her.
- The inspector sampled a range of documents, including safeguarding procedures, accident and incident records, and staff's suitability checks.
- The inspector had a tour of the premises and spoke with staff and parents to gain their views about the provision. She interacted with children at appropriate times during the inspection.
- The inspector held discussions with the provider and discussed with her how she evaluates the provision and the safeguarding procedures.

**Inspector**

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff do not check the premises adequately to minimise risks to children. For example, staff leave portable heaters within children's reach. They do not recognise that trailing wires pose a risk of injury to children. This puts children's safety at risk. Staff do not have a secure knowledge of child protection issues, including the signs associated with extreme views and behaviours. They lack knowledge of how to report concerns to relevant agencies. This further compromises children's safety. The provider does not evaluate the provision effectively. She has failed to identify significant weaknesses, which has an impact on the delivery of teaching and care needs. Staff do not receive appropriate supervision and training to help improve their teaching practice. However, the provider follows appropriate recruitment procedures to help check all staff's suitability to work with children. She knows how to notify Ofsted of significant events. There are appropriate procedures for dealing with complaints from parents.

### Quality of teaching, learning and assessment is inadequate

Staff do not complete the required two-year-old progress checks and do not engage parents well enough in their child's learning. Overall, staff do not know children well enough. They do not routinely observe and monitor children's capabilities to help plan a variety of suitably challenging activities. As a result, toddlers and pre-school children quickly become bored and often wander aimlessly. Others become frustrated in their play and babies seek attention from staff, for example, by climbing on low-level furniture. When staff plan group activities, the quality of teaching is weak. For example, they introduce letters and numbers to the children to help develop their early literacy and mathematical skills. However, the interaction with the children is too rigid and the session ends abruptly. This hinders children's learning.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and teaching compromise children's personal welfare. For instance, staff do not identify hazards in the classrooms and expose children to unnecessary dangers. The provider is aware that the changes in staffing limit the key person's ability to establish close relationships with the children. Staff's interaction with children is mainly supervisory. They do not have high expectations of what children know and can achieve. For example, staff do not create sufficient opportunities for children, including those who speak English as an additional language, to enable them to communicate well with others. This does not aid children's self-esteem and confidence. The provider maintains the correct adult-to-child ratios to help deploy staff. Staff record accidents and incidents appropriately, including situations of children biting.

### Outcomes for children are inadequate

Children do not gain all the important skills that they need to help prepare them for their future learning. For example, they have limited opportunities to develop and extend what they know and can do, inside and outside. They are not consistently motivated to learn. This is because the educational programmes fail to engage children of all ages and abilities. Nevertheless, children behave appropriately. They have some opportunities to socialise with others and to be physically active.

## Setting details

<b>Unique reference number</b>	EY550242
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10087042
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Pumphouse 16 Limited
<b>Registered person unique reference number</b>	RP550241
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07828289881

Pumphouse Nursery & Family Club registered in 2017. It is located in the London Borough of Southwark. The nursery is open from 8am until 6pm on Monday to Friday, except for bank holidays. It employs nine members of staff. Of these, one holds qualified teacher status, one holds an early years degree at level 7 and five hold appropriate qualifications ranging from level 2 to level 3. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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.

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