

# Lily's Kids Klub

Brixton Hill Methodist Church, Elm Park, LONDON, SW2 2TX



## Inspection date

25 February 2015

Previous inspection date

21 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Information gathered for children's assessments is not used consistently to plan activities for all children. This means that some children do not gain as much as they could from their play and learning.
- The daily routine for younger children is not tailored to take account of their stage of development. For example, whole group activities are sometimes too long to sustain their interests.
- Monitoring for individual groups of children is not rigorous enough for managers to identify who might need additional support with their learning.
- The manager does not always take into account the views of parents, staff and children when evaluating the progress of the setting and deciding what changes are needed.

### It has the following strengths

- Children are making good progress in their communication and language because staff talk, sing and read to them with genuine enthusiasm and joy.
- Children form secure attachments to their key person and other staff because relationships are good. This helps children to make good progress in their social skills, for example, children behave well and are caring to their friends.
- The manager has worked tirelessly to meet the actions from the last inspection. Management procedures for staff supervision and training have been developed to improve professional skills. For example, staff have been trained to manage children's behaviour in a positive way. Risk assessments are used effectively to identify and remove hazards, both in the nursery and the after school club.

## What the setting needs to do to improve further

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

- ensure that ongoing assessment is consistently used to monitor and track children's progress and inform the planning of activities that focus on the precise learning needs of individual children, helping them to make the best possible progress
- improve the daily routine for younger children so that activities are tailored for their age and stage of development
- monitor the progress of specific groups of children so that there is an overview of the progress those groups are making and that learning is tailored to raise their achievements.

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

- introduce a more robust system for self-evaluation, and the identification of strengths and weaknesses, and take into account the views of staff, parents and children when planning for improvements

### Inspection activities

- Inspectors observed activities and spoke to staff in the nursery and the after school club.
- Inspectors carried out a joint observation and held a meeting with the owner of the setting.
- Inspectors took account of the views of parents spoken to on the day of the inspection.
- Inspectors sampled children's developmental records and staff records, including evidence of staff suitability and training.
- Inspectors looked at a range of other documentation including the setting's policies and procedures for safeguarding.

### Inspector

Debra Davey / Pauline Nazarkardeh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff demonstrate an appropriate level of understanding of the learning and development requirements. Children arrive happy and eager to begin their day because staff plan activities that interest them. Staff use information from parents to help with this but do not always tailor the planning for individual children. This means that some sessions are less well prepared which affects children's concentration, particularly for younger children. Despite this, all children make at least satisfactory progress in the areas of learning due to the range of activities and positive support from key carers. Children develop their communication and social skills, which helps them prepare for school.

### **The contribution of the early years provision to the well-being of children requires improvement**

There are occasions when children become restless at group times or when waiting for their fruit at snack time or to go to play outside. This is because adults have not planned the daily routine well enough, especially for younger children. Overall, the key person system is used well; children form secure attachments to their key carers which helps them to feel safe and settled throughout the day. Adults have worked on strategies to help children learn to behave using reward systems and this has created a remarkable improvement to children's behaviour since the last inspection. Relationships are good on all levels and children show that they are kind and helpful to one another. They enjoy the company of staff and their friends in the nursery. The after school club is organised well. Children enjoy an appropriate range of activities and are provided with healthy snacks and drinks.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager and her staff have a sound knowledge and understanding of safeguarding and welfare requirements. This is an improving setting. The manager has worked well with her team to meet the actions from the last inspection. Management processes have been introduced for staff induction and ongoing supervision and training. However, supervision sessions do not provide staff with sufficient opportunities to reflect and improve on their quality of teaching. As a result, learning experiences do not consistently provide appropriate choices for children to develop their concentration, imagination and curiosity. The manager has started to monitor the quality of teaching although monitoring for specific groups of children is not yet rigorous enough. This means that the manager does not have an overview of progress to identify any gaps in children's learning. Self-evaluation has recently been implemented but does not fully take account of the views of parents and staff when planning improvements. Parents spoken to during the inspection are pleased with the care offered and the opportunities to meet with staff to discuss their child's progress. They are particularly impressed with the way staff manage change for children, for example, when children first settle into the nursery and as they prepare to move onto school. Staff have a good understanding of how to work with other agencies or settings should a child require additional support.

## Setting details

<b>Unique reference number</b>	EY444175
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1007160
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Lily's Kids Klub Limited
<b>Date of previous inspection</b>	21 May 2014
<b>Telephone number</b>	02086748678

Lily's Kids Klub is a privately owned facility which re-registered in 2012. It is one of two settings owned by the same provider. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The setting offers full day care nursery for children in the early years and also operates a breakfast club, afterschool club and holiday play scheme. The setting supports disabled children and children with special educational needs and children who speak English as an additional language. The setting employs 20 members of staff, all hold appropriate early years or play-work qualifications at level 3 and above.

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