

388 Streatham Hub Children's Centre



Streatham United Reformed Church, 388 Streatham High Road, London, SW16 6HX

Inspection date 17 January 2018
Previous inspection date 7 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Assessments of children's learning are not precise enough. Not all children are provided with sufficient challenge to make good progress in their learning.
- Staff do not consistently encourage parents to share ongoing information about their children's learning and development at home. They do not consistently work with parents to help them support their child's ongoing learning.
- The effectiveness of staff practice and its impact on children's learning is not yet monitored well enough to raise the quality of teaching and improve outcomes for children.
- The manager does not effectively monitor the progress made by individual or groups of children to ensure that there are no gaps in their learning. As a result, not all children make good enough progress.

It has the following strengths

- Children are keen and motivated learners. They confidently move around the setting and make sensible choices in their play.
- Staff provide a warm and welcoming environment. They support children's emotional well-being and help them to form secure attachments.
- Staff play alongside the children and engage in meaningful conversations with them, helping to develop their early language skills.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure that staff observe and assess children's learning accurately, to consistently identify where children are in their development and plan precisely for the next steps in their individual learning, so that they make good progress | 02/02/2018 |
| <ul style="list-style-type: none"> ■ work closely with parents to encourage them to contribute ongoing information about their children's development and to help them support their children's learning at home. | 02/02/2018 |

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

- strengthen systems for monitoring staff performance and supporting their ongoing professional development, to help promote consistently good teaching and learning
- implement systems for monitoring the progress that individual and groups of children make, to gain a clear overview and provide support for any children who are at risk of not making the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager holds regular supervision meetings with staff and sets objectives at these meetings for staff to complete training. However, weaknesses in staff teaching practice go unnoticed. Consequently, inconsistencies in the quality of teaching and learning are not addressed. The arrangements for safeguarding are effective. All staff have completed safeguarding training and know how to report any concerns about the welfare of children. The manager evaluates some aspects of the nursery's provision and uses parents' feedback to make improvements.

Quality of teaching, learning and assessment requires improvement

Staff do not assess children's progress well enough. In addition, the manager is not yet monitoring the progress of individual or groups of children. Consequently, planned activities are not well matched to children's abilities or precisely focused so that any gaps in learning close rapidly. Nevertheless, children settle quickly and take part in a wide variety of appropriately extended activities. They develop their creative skills as they make marks with pencils and pens, and use small tools to manipulate dough. They enjoy emptying and filling containers with water, and explore sand when playing outside. Children of all ages enjoy books. Older children learn about the world around them as they look at atlases and discuss where they live and the countries they have visited. Younger children use props as they listen and join in with well-delivered stories.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make as much progress as they can. Initial assessments of children's learning are not accurate. Parents are not invited to contribute information about what children already know and can do. Staff do not consistently support parents with ideas and suggestions for ways to continue children's learning at home. Nonetheless, children are content and confident. Established key-person systems result in staff supporting children's emotional well-being effectively. Staff ensure children develop an early understanding of good health and hygiene, such as the need to wash their hands before eating. Children behave well. Staff are good role models and implement positive reinforcement strategies. Children enjoy playing with a wide range of toys and resources, indoors and outside.

Outcomes for children require improvement

Not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. However, children understand what is expected of them and are learning to take responsibility for small tasks. They listen well at group times and participate in a range of safety-related play, including handling tools. They help staff at tidy-up time and are developing good self-help skills. Older children are starting to match quantities to numerals, count up to 10 and add numbers together. Younger children concentrate on things that interest them and have confidence to explore the environment.

Setting details

Unique reference number	EY423134
Local authority	Lambeth
Inspection number	1069050
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	33
Number of children on roll	32
Name of registered person	388 Streatham Hub Ltd
Registered person unique reference number	RP530492
Date of previous inspection	7 May 2014
Telephone number	020 8677 7088

388 Streatham Hub Children's Centre registered in 2011. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3, including two who have qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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