

Purple Panda Nursery

53 Norbury Crescent, LONDON, SW16 4JS

Inspection date	10/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery is well organised, bright and well-furnished, which supports children's well-being effectively.
- Children have healthy habits because they eat nutritious, appetising meals and take daily physical exercise in the large well-equipped garden.
- Children are happy and settled because they have warm, secure relationships with staff.
- Children are motivated and make good progress in their learning because staff provide a broad range of activities based on children's interests.

It is not yet outstanding because

- The range and variety of tactile materials available for babies to explore is not extensive.

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.

Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector tracked the progress of several children.
- The inspector observed the outdoor and indoor environments.

Inspector

Jennifer Beckles

Full report

Information about the setting

Purple Panda Nursery opened in 2013 and is owned and operated by Purple Panda Nurseries Limited. It operates from a three-storey house in Norbury, in the London Borough of Croydon. The premises are located near to local transport links, shops schools and parks. Access to various rooms within the building is by three flights of stairs. There is an enclosed outdoor play area. The nursery is open from 7.30am to 6.30pm Monday to Friday. The nursery is open throughout the year, except for the bank holidays, and is closed for a week at Christmas. Children attend a variety of sessions. The nursery is registered on the Early Years Register. The nursery receives funding for free early years education places for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. There are currently 15 children in the early years range on roll. The nursery employs a manager who has an Early Years degree, and seven other members of staff, of whom five hold appropriate early years qualifications. Of these, one staff member holds Early Years Professional Status; one staff member holds qualified teacher status, three staff members are qualified to level 3, and two staff members are unqualified and working towards early years qualifications. There is a cook and cleaner employed by the nursery.

What the setting needs to do to improve further

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

- develop a broader range of tactile experiences for babies by providing a wide range of contrasting materials.

Inspection judgements

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

Children make good progress in this well-organised nursery. Staff cover the required areas of learning in planning well and provide a wide variety of activities that are based on children's interests and skills. Children select resources of their choice to create their own play and this is balanced by some adult-led activities to provide structure to children's learning. Children move freely between the indoor and outdoor environments, which enables choice and independence.

Staff promote children's early literacy skills effectively by reading children's favourite stories in lively tones. They respond well to children's spontaneous comments by modelling language in simple clear sentences. Children recognise their names on cards when they arrive at the nursery. They use their name cards to help them write their names on their artwork. This provides further opportunities to practise their early reading and writing skills. Staff encourage children to explore the properties of sand by sieving and

pouring sand into different containers. Children make marks on paper, inspired by Chinese script and use good small muscle control when handling paintbrushes. Staff teach children good skills in technology by helping them to operate simple programs on the computer. For instance, children use the mouse competently to draw recognisable pictures. Children learn about size, shape and numbers as they complete puzzles. Staff use daily opportunities to encourage children's counting skills, such as by counting the number of children around a table with the children. These activities help children to develop good skills for later use in school.

Staff help babies learn about size and shape as they play with simple construction sets. They sit together to browse through books and babies point to familiar objects while making vocalisations. Staff support their language skills by saying the name of the object that babies point to in stories. They enjoy playing with electronic toys and learn to press buttons to create an effect, such as musical sounds. Staff help them learn about the world around them as they look at animal picture cards. Staff teach babies new worlds by saying the names of the animals and talk about some of their features. Babies explore the texture of materials in baskets. However, there is not an extensive range of materials for babies to explore to further promote their learning.

Children like the challenge of riding wheeled-toys around bicycle paths. They balance on scooters, climb up the ladder of the slide and carefully slide to the bottom. Children develop good coordination skills as they play with hoops and balls. Staff provide different learning opportunities for children outdoors. For instance, they teach children about different insects while they play with toy insects in damp sand. Staff help children to plant and grow vegetables so learn where food comes from. Children enjoy feeding and getting to know the nursery's pet rabbits, which supports their understanding of the world.

Staff assess children's progress regularly and use this information to inform planning effectively. For instance, they carry out regular observations of children, which they evaluate along with other evidence of children's skills to plan children's next steps for learning. Progress checks are completed for children aged between two and three years of age and written summaries are provided for parents. Children with special educational needs and/or disabilities made good progress. This is because staff work closely with community health professionals to provide activities to meet the needs of children.

Parents are kept up-to-date of their children's development because staff meet up with them to review their children's progress. Staff complete communication books each day to provide parents with information regarding children's daily care and learning activities to keep parents informed of their development. Parents share their observations of their children with staff who use the information to inform planning. This provides a good opportunity for parents to contribute to their children's learning.

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

Staff have nurturing, warm relationships with children, which results in children being happy and settled. They know the children well because they take time to find out about

their interests and abilities and build this into planning to meet their needs effectively. Staff are very adaptable and readily incorporate the individual routines of babies into the nursery. This helps babies to settle well.

The nursery is well organised, attractively presented and, overall, resourced well. Children learn to be responsible for their environment because staff teach children to take care of their resources. For instance, staff show children how to handle books carefully and teach children how to put resources away correctly. Children behave in safe ways and show this by walking sensibly indoors and by handling tools safely, such as scissors. Children have good self-care skills and wash their hands independently after handling the pet rabbits and at other appropriate times. Staff change nappies in hygienic, bright, colourful and comfortable areas, which supports babies' well-being.

Children have good independence skills. They help to lay tables for lunch, serve their own food and pour their own drinks. Children have nutritious, appetizing meals and snacks that cater for special dietary needs. Children develop healthy habits because they take daily fresh air and physical exercise in the spacious garden, where they practise a variety of skills.

Staff manage children's behaviour well. They use praise to motivate children to behave in positive ways. Staff are calm and fair in their approach and have clear expectations of behaviour. This is reinforced through picture displays. As a result, children behave well. Children settle readily into new group rooms at the nursery because they spend regular amounts of time visiting group rooms to build familiarity with all staff. Children who move to school are supported effectively because a qualified teacher in the staff team discusses school life with children. As a newly opened nursery, links with local schools are being developed to support children who move to school in future.

Children learn to accept and value difference because staff celebrate and discuss special events. For instance, children make creative items to celebrate Chinese New Year.

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

Management has good understanding of its roles and responsibilities in meeting the requirements of the Statutory Framework for Early Years Foundation Stage. This shown by the implementation of a strong portfolio of policies and procedures, which helps to keep children protected from harm. Staff have received safeguarding training and know procedures to follow if they are concerned about a child. The nursery has a secure entrance and children's safety is enhanced by closed circuit television covering all entrance points to the nursery. Staff carry out regular fire drills and check all aspects of the nursery for risks to children's safety. This helps to keep children protected from harm. Staff are vetted thoroughly to assess suitability for their roles and this helps to keep children safe.

Management carries out yearly staff appraisals to identify staff training needs and enhance performance. For instance, staff attended a course on observation and assessment, which

led to better use of assessment information on children in planning of activities. Staff are supervised regularly and this helps to identify areas of underperformance so that appropriate support is offered. Management has good awareness of the quality of staff practice because they spend time observing staff. In addition, staff observe each other to provide feedback to improve practice. Planning and assessment records are checked regularly to ensure consistent quality. Tracking systems have been recently introduced to indicate children's developmental stages and this enables staff to be aware of children operating outside of expected levels so that appropriate support is offered.

Staff have a range of effective partnerships with others involved in children's care and learning. They work closely with community health professionals involved in the care of children with special educational needs and/or disabilities. This partnership provides staff with support to devise individual plans to meet children's needs effectively. Links with parents are good because staff keep parents informed of their children's progress and provide good opportunities for parents to contribute to their children's learning.

Management reflects on the needs of the nursery regularly and has strong awareness of its strengths and weaknesses. Management has set key priorities for development, such as further development of the outdoor area to maximise learning opportunities for children. The nursery operates effectively and has good capacity to maintain this.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY463886
Local authority	Croydon
Inspection number	925885
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	15
Name of provider	Purple Panda Nurseries Limited
Date of previous inspection	not applicable
Telephone number	02086798982

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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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