

Witty Day Nurseries

81-83 Cotmandene Crescent, St Pauls Cray, Orpington, Kent, BR5 2RA



Inspection date

29 July 2016

Previous inspection date

8 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- On occasion, accident records have not been completed accurately. Staff do not effectively use information gained when accidents occur to consider how further risks can be minimised.
- Monitoring for 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

- The new manager is very enthusiastic and has implemented many positive changes to the nursery. Actions raised from the previous inspection have been met and improvements have been sustained.
- Children are happy and settled and enjoy the time that they spend at the nursery.
- Staff establish close partnerships with parents who are well informed about their children's learning. Parents speak positively about the nursery and feel their children have made clear progress and enjoy attending the nursery.
- Children behave well because staff are good role models. They positively encourage and reinforce good manners and behaviour.

What the setting needs to do to improve further

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

	Due Date
■ ensure accident records are accurately maintained and develop systems to review accidents to minimise further risks and promote children's safety	29/08/2016
■ 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.	23/09/2016

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

- introduce a more robust system for evaluating the quality of the provision and identifying strengths and weaknesses, taking into account the views of staff, parents and children when planning for improvements.

Inspection activities

- The inspection was carried out following concerns received by Ofsted.
- The inspector observed the quality of teaching during activities both indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children during the inspection and held a meeting with the provider and manager.
- The inspector spoke with parents during the inspection to seek their views about the nursery.
- The inspector sampled a range of documentation, including records of children's learning, evidence of staff suitability and the setting's policies.

Inspector

Laura Brewer

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have a sound knowledge and understanding of the safeguarding and welfare requirements. They have developed their understanding of safeguarding issues and have undertaken training to support their knowledge of child protection procedures. There are now secure procedures in place to check the suitability of staff and to help them understand their roles and responsibilities. Therefore, safeguarding is effective. The new manager has made many positive improvements. She acts as a good role model to staff and has secure systems in place to support staff development and to guide their practice. The manager has clear priorities for future improvements, although systems for evaluating the quality of the provision are yet to be embedded and do not take into account the views of staff, parents and children.

Quality of teaching, learning and assessment requires improvement

The planning and assessment arrangements to support children's learning have improved and staff generally assess children's learning and development well. However, the manager has not implemented a system for her to have an overview of progress made by specific groups of children to ensure any gaps in children's learning are identified and planned for. Children enjoy the activities on offer because staff use interesting ways to encourage them to take part. For example, while children explore the foam activity, staff ask children if they would like to choose different colour paints to mix in with the foam. Children are keen to join in and talk about the colours they have created as they mix the substances together. Babies enjoy warm interactions from their key person. Their communication skills are promoted effectively as staff reinforce key words and sing the 'dinosaur' song which the babies respond to by excitedly clapping their hands. Older children practice writing their names, sound out familiar letters and confidently count to 10 and beyond.

Personal development, behaviour and welfare require improvement

Children are developing self-care skills as they pour their own drinks and help to serve their meals. Staff teach children about the importance of healthy eating and managing personal hygiene through routines which support their independence. Procedures to support children's safety in the setting have improved although accident records have not always been completed accurately. Furthermore, information gained from accidents is not consistently assessed to consider how risks can be reduced. For example, leaders and managers are aware that the outdoor decking could present as a hazard to children when they use the climbing equipment, however action has not been taken to address this risk.

Outcomes for children require improvement

Children enjoy their time at the nursery as they arrive happy and settle easily. They make steady progress in their development in relation to their starting points. Younger children's emotional well-being is appropriately supported and older children build secure friendships as they play cooperatively together. Overall, the older children develop skills they need to start school.

Setting details

Unique reference number	EY480954
Local authority	Bromley
Inspection number	1050460
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of registered person	Marvel Childcare Limited
Registered person unique reference number	RP531370
Date of previous inspection	8 February 2016
Telephone number	01689343913

Witty Day Nursery registered in 2014. It is one of three nurseries run by the provider. The nursery is situated in a parade of shops in Saint Pauls Cray, Bromley. Witty Day Nursery is open from 7am to 7pm for 51 weeks of the year, closing for one week over the Christmas period. Eight staff work with the children of whom five hold relevant early years qualifications at level 3. The provider holds Early Years Professional Status.

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