

Toddle On Inn

Roberts Court, 4 Sternhall Lane, Peckham Rye, London, SE15 4NT



Inspection date

8 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Staff do not ensure that they manage children's behaviour positively and consistently across the nursery. This is also a breach of the Childcare Register.
- Not all children have the opportunity to play outside daily. This is also a breach of the Childcare Register.
- The key-person approach does not always support continuity in children's care.
- The manager's support for staff does not focus sufficiently on developing staff practice and ensuring consistency in approach across the nursery.
- At times, children are not given good opportunities to be independent.
- The manager has not identified all weaknesses in practice that need to improve.

It has the following strengths

- Children have clear next steps to help support their learning. Staff plan activities to help develop children's skills and they make some progress in their learning and development.
- Staff support children well to have an understanding of how to keep themselves safe. For example, they use stories to talk to children about why they would not dance on tables as the characters do and ask them what could happen if they do.
- Children have a wide range of inside play spaces that is well equipped. For instance, they like exploring the role-play area and water play.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure there is a consistent approach to behaviour management so that all children receive appropriate guidance and support to understand what behaviour is acceptable 	28/11/2016
<ul style="list-style-type: none"> ■ provide all children with the opportunity to have access to daily outdoor activities 	21/11/2016
<ul style="list-style-type: none"> ■ develop the key-person approach to ensure that they meet children's emotional well-being and personal care needs 	28/11/2016
<ul style="list-style-type: none"> ■ supervise and monitor staff practice effectively to ensure that weaknesses and inconsistencies in practice are tackled to raise the quality within the nursery. 	28/11/2016

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

- develop further the opportunities and challenges for children to be independent
- make better use of self-evaluation to identify all areas of weakness and improve the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching in all rooms in the nursery and assessed the impact on children's learning.
- The inspector spoke to parents and read their written feedback.
- The inspector held a meeting with the manager and jointly observed an activity.
- The inspector spoke to children and staff. She reviewed documentation such as suitability checks, risk assessments, and policies and procedures.
- This inspection was carried out following the risk assessment process.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, the manager and staff reflect on the effectiveness of the setting but not all weaknesses in practice have been identified. For example, they recently developed the range of water-play opportunities for the youngest children. However, the support and training for staff do not focus sufficiently on developing their practice and ensuring consistency in approaches across the nursery. The manager overviews children's overall progress. For instance, he has an understanding of the gaps in children's learning and takes appropriate steps to support them to catch up. Staff keep an accurate record of children's attendance. Safeguarding is effective. Staff have a secure understanding of their responsibility to keep children safe. They effectively risk assess the environment and ensure that they are close by to supervise children. Staff are appropriately vetted to ensure their suitability to work with children.

Quality of teaching, learning and assessment requires improvement

The support by staff for children's behaviour is inconsistent. For instance, the oldest children are not always given the time to learn from any mistakes and some staff are too quick to correct them. Children enjoy listening to stories and are motivated to join in. For example, children repeat their favourite phrases and ask to 'read' more books. Staff know children's learning needs and support them to share their ideas. For example, children tell staff what songs they would like to listen and dance to. Staff work well with parents to support children's learning. For instance, they have regular meetings to discuss children's progress and share ideas on how parents can support their children's learning at home.

Personal development, behaviour and welfare require improvement

Key persons do not routinely support children's personal care needs. For example, some children become upset as too many staff are involved in managing their needs. Young children learn positive hygiene routines such as washing their faces after lunch. They are given some opportunities to explore their independence; however, this does not always fully challenge them. Staff do not ensure that all children receive the opportunity for daily outside play, for instance, to support a healthy lifestyle and their overall learning and development. Children have healthy meals and easy access to drinking water.

Outcomes for children require improvement

Weaknesses in practice mean that some children do not make consistently good progress in their learning and development. Children confidently make choices throughout the day. For example, they vote on which story they would like to read together. Children learn about numbers. For instance, they count as they walk up the steps to the nappy changing table. Children learn some skills to help them prepare for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY491354
Local authority	Southwark
Inspection number	1077234
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 2
Total number of places	74
Number of children on roll	38
Name of registered person	Toddle On Inn Ltd
Registered person unique reference number	RP534748
Date of previous inspection	Not applicable
Telephone number	020 7277 8016

Toddle On Inn registered in 2015 and is located in the London Borough of Southwark. It opens from 8am to 6pm on weekdays, for 51 weeks of the year. There are 13 members of staff, 12 of whom hold appropriate early years qualifications at level 3 and above, including the manager who holds a level 7 leadership qualification. The nursery receives funding to provide free early education for children aged 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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