

Purple Panda Nursery

53 Norbury Crescent, LONDON, SW16 4JS



Inspection date 10 November 2016
Previous inspection date 10 January 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:

- Staffing arrangements are not always secure and all parents do not effectively receive information regarding changes to their child's key person.
- Leaders and managers, when recruiting, do not sufficiently reflect on previous experiences in order to appoint and retain staff effectively.
- Staff supervision is not regular enough to ensure that policies and procedures are embedded in staff practise.
- The quality of teaching is too variable. Staff working with younger children do not always use their observations of what children can already do to plan effectively for further learning.

It has the following strengths

- Older children are developing many positive skills to support their move to school. They are polite and cooperative and are able to listen, concentrate and persevere during both adult-led and self-chosen activities.
- Children access a wide range of good quality, interesting resources and play equipment. They benefit from a well-planned and safe environment.

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"> ■ improve the key person system to meet individual children's individual care and learning needs and to build effective relationships, to help children feel secure and support parents 	08/12/2016
<ul style="list-style-type: none"> ■ improve the effectiveness of staff supervision to ensure that the monitoring of staff practice is used effectively to improve teaching skills and promote a shared approach to continuous improvement 	08/12/2016
<ul style="list-style-type: none"> ■ improve recruitment procedures and reflect on previous experience gained in order to appoint and retain staff effectively 	08/12/2016

Inspection activities

- The inspector observed activities across the nursery and in the outdoor area, and carried out one joint observation together with the manager.
- The inspector met with the provider and the manager. They looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- The inspector spoke with staff and children at various times during the day.
- The inspector took account of the views of parents who spoke to inspector on the day of the inspection.

Inspector

Julia Crowley

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have developed a secure knowledge and understanding of safeguarding children and know what to do if they have a concern about a child. Staff attend an extensive range of training opportunities. However, training that does take place is not always consistently embedded in daily practise. Due to recent changes in staffing arrangements the monitoring of planning and assessment has lapsed as has the supervision of staff. Improvements to the recruitment procedures are required to improve the continuity of the staff team. However a comprehensive action plan has been completed which accurately identifies areas for improvement. Leaders are beginning to implement systems to ensure that improvements take place.

Quality of teaching, learning and assessment requires improvement

Opportunities for all parents to access their child's observations and profiles are not easily available as the intended online system has yet to be established. This does not help parents to support their child's learning. Younger children are sometimes left to wait before adult led activities begin because staff do not give enough time to prepare the setting and resources. Some staff despite completing observations do not have a clear knowledge of their key child. This means next steps in the child's learning do not address the area of learning that require support. Some staff use closed questions and do not allow time for children to respond. Consequently, younger children's communication and language skills are not always supported. Staff do not plan equal opportunities for all children to engage in activities, as they do not monitor who is participating. Consequently, quieter children are sometimes not always included. However, older children develop their counting skills and learn about colours and shapes they speak confidently and staff listen with interest. The preschool learning environment is vibrant and stimulating. Staff are secure in their understanding of the age group they are working with.

Personal development, behaviour and welfare require improvement

A well-established key person system is not in place due to the appointment of new staff. However, some children do enjoy secure attachments with established staff members. Staff do not always share information effectively when children move rooms to ensure smooth transition. Younger children's understanding of appropriate behaviour is not developed consistently because staff do not always provide explanation why some behaviour is dangerous or disruptive. Older children gain independence and confidence as they take responsibility for serving themselves and clearing away at mealtime. Children are confident and relaxed and enjoy the indoor and outdoor environment. They know that exercise and fresh air is good for them.

Outcomes for children require improvement

Newly appointed key person's do not always receive a thorough hand over and sharing of information from existing key persons, regarding younger children's learning and development needs. Consequently, planning for those children does not always include accurate next steps for learning. Older children benefit from staff that are knowledgeable

and confident. Younger children, particularly the toddlers, have in some cases experienced several key person changes which does not offer the continuity of care that they require. However, older children are well equipped for their next steps. Leaders are aware of the improvements needed to ensure younger children make the necessary progress for their next stage of learning.

Setting details

Unique reference number	EY463886
Local authority	Croydon
Inspection number	1077391
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	32
Number of children on roll	71
Name of registered person	Purple Panda Nurseries Limited
Registered person unique reference number	RP908375
Date of previous inspection	10 January 2014
Telephone number	02086798982

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 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. It 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 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 71 children in the early years range on roll. The nursery employs a manager and seventeen other members of staff, of whom fifteen hold appropriate early years qualifications.

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