

Toddle On Inn

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



Inspection date

24 July 2017

Previous inspection date

8 November 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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 make effective use of observations to assess and track children's progress regularly. They do not complete the required check for all children aged two years.
- The manager does not review staff performance well enough to identify all areas in which individual staff need more support to perform their roles effectively.
- The manager has not fully developed procedures to monitor and review children's progress and support staff to identify and address gaps in learning. Children do not all make consistently good progress.
- Staff do not plan some activities well enough to help children engage, concentrate and focus to build on their learning.
- The manager does not evaluate effectively to identify all areas of weaknesses and drive improvements.

It has the following strengths

- Staff help children learn to keep themselves safe. They learn to press the button at the pedestrian crossing and wait for the green man. They learn to listen to and follow rules.
- Staff provide a range of different materials for children to explore. Older children enjoy blowing bubbles in water and toddlers explore making marks in cornflour.
- Staff provide regular opportunities for children to be physically active. For instance, indoors children learn to hold on safely as they climb on metal bars and they enjoy the fresh air on their walks to the local parks. They learn to take appropriate risks and build confidence in their abilities. Staff deploy themselves well to ensure children's safety.

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 complete progress checks for children when they are aged between two and three years and track their ongoing development effectively 	20/08/2017
<ul style="list-style-type: none"> ■ improve arrangements for monitoring staff performance to support individual staff to improve their effectiveness and to contribute to achieving consistently good-quality teaching practice. 	20/08/2017

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

- improve procedures for leaders and the manager to review children's progress and identify and reduce gaps in individual and groups of children's learning
- help children to build on their concentration and focus during activities to extend their learning
- use self-evaluation effectively to identify and improve areas for development in the provision and practice.

Inspection activities

- The inspector observed the children and their interactions with staff.
- The inspector carried out a joint observation with the manager and discussed the arrangements for monitoring staff performance.
- The inspector took account of the views of parents, staff and children.
- The inspector held discussions with the manager and provider at appropriate times.
- The inspector viewed a sample of documents, including children's learning records.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has not developed fully procedures to monitor the progress of individual and groups of children or to guide staff effectively to identify gaps in children's learning. He reviews staff practice regularly. However, he does not identify areas in which individual staff need more support to improve their effectiveness. The manager does not evaluate accurately to identify all weaknesses. For example, staff do not always complete the required progress checks for children aged two to three. Nevertheless, the manager has addressed some actions identified in the previous inspection. For instance, staff have benefited from some professional development opportunities, which has helped them identify ways to manage children's behaviour consistently. Safeguarding is effective. Staff understand how to identify any concerns or extreme behaviours in children to protect their welfare. They understand the procedures to follow in the event of allegations.

Quality of teaching, learning and assessment requires improvement

Not all staff assess children's starting points and track their progress accurately. Although they observe children regularly, they do not plan effectively for the next steps in children's learning. For instance, they identify some children need support to hold mark-making equipment effectively but do not guide them when they are actually engaged in these activities. They do not always question children skilfully to challenge their thinking skills further. Nevertheless, they provide opportunities for older children to build on their mathematical skills. For instance, they help children learn to count up to 10. Staff encourage toddlers to build on their communication skills. For instance, they ask them to choose objects from the mystery bag, and learn to name and describe them. Staff teach babies to understand that some things are to be shared and help them learn to understand the feelings of others. This helps them to build on their social skills.

Personal development, behaviour and welfare require improvement

Staff do not help children to engage and concentrate during activities. For instance, they do not plan well enough to keep background noises to a minimum during planned reading activities. Key persons use regular opportunities, such as nappy changing times, to chat to children and to help them build relationships. Children are emotionally settled. Staff follow appropriate procedures to administer first aid to children in the event of an accident and share the information with parents. Staff work in partnership with parents and other professionals to support children who have identified special educational needs. They meet children's individual dietary needs effectively and provide them with healthy meals and snacks.

Outcomes for children require improvement

Children are not consistently engaged in activities that challenge and motivate them to learn. Not all children make good progress. Nevertheless, they develop some skills that help prepare them for future learning and their eventual move to school. For instance, older children learn to get their coats and shoes on and younger children learn to feed themselves independently.

Setting details

Unique reference number	EY491354
Local authority	Southwark
Inspection number	1078095
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	63
Number of children on roll	40
Name of registered person	Toddle On Inn Ltd
Registered person unique reference number	RP534748
Date of previous inspection	8 November 2016
Telephone number	020 7277 8016

Toddle On Inn registered in 2015. It is located in the London Borough of Southwark. It opens from 8am to 6pm on weekdays, for 51 weeks of the year. There are 12 members of staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the manager who holds a leadership qualification at level 7. The nursery receives funding to provide free early education for children aged three and four years.

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