

Bumpsa-Daisies Nursery

Overton Park Pavillion, Overton Road, Sutton, Surrey, SM2 6QT



Inspection date

22 August 2017

Previous inspection date

7 July 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:

- Arrangements to accurately monitor children's progress are not fully effective. The manager and staff do not swiftly identify children's next steps in learning to help them make good progress.
- Staff do not consistently plan activities based around children's individual interests or next steps to challenge and extend their learning.
- Some staff lack the understanding of how children learn and how best to support them to make good progress in their learning and development.
- Self-evaluation processes are not effective enough to successfully help leaders to identify areas of development, in order to maintain and improve the quality of the provision.
- At times, staff do not give children opportunities to express themselves freely to better encourage their creative skills.

It has the following strengths

- Children benefit from a well-resourced and welcoming environment, where they make choices in their play.
- Staff form positive partnerships with parents and other professionals involved in children's development to support consistency in children's learning and development. Parents state that staff are approachable and they feel well informed about their children's day.
- Children are happy and well settled. Staff treat children fairly and with respect. They encourage children to share, take turns and have good manners.

What the setting needs to do to improve further

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

	Due Date
■ improve arrangements to monitor children's progress, to highlight areas where they may require additional support in their learning to make the best possible progress	22/09/2017
■ ensure planning is based around children's individual interests and next steps in learning, to keep them challenged and motivated in their learning	22/09/2017
■ ensure all staff have a good understanding of how to support children in their learning and development so that they make good progress.	22/09/2017

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

- make better use of self-evaluation to identify and address weaknesses in the provision
- provide more opportunities for children to express themselves freely during creative activities.

Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff interactions with the children during indoor and outdoor play, at snack and lunch times and during hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records, and a range of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff have a good understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. The manager follows effective recruitment procedures and checks staff's ongoing suitability. Staff complete regular risk assessments to identify and minimise any hazards, and they supervise children well. The manager implements policies and procedures effectively, including for first-aid and ratio requirements and for staff's conduct. The manager meets with staff regularly and encourages them to undertake professional development. However, these meetings have not been effective enough to highlight areas where some staff lack understanding of how best to support and monitor children in their learning. The staff and manager have some arrangements in place to monitor children's development, but these are not used consistently to support all children to make the best possible progress. The manager has procedures for self-evaluation but this has not identified aspects of practice that need improving, such as weaknesses in teaching and planning arrangements.

Quality of teaching, learning and assessment requires improvement

Staff's teaching skills are variable. Some staff lack understanding of how children learn and are not confident in monitoring children's progress and planning for the next steps in individual children's learning. However, they know the children well and join them in their play. Staff support children's physical development well. Children develop good hand-to-eye coordination, for example, as they roll balls to knock down pins or use pipettes to transfer water into different containers. Staff provide a variety of creative activities for children. For example, young children enjoy exploring paint using a range of tools. However, sometimes older children's creativity is restricted and staff do not encourage them to express themselves freely.

Personal development, behaviour and welfare require improvement

Staff do not fully motivate children to learn due to weaknesses in teaching, but they are attentive to children's needs and help them to settle well. Children develop warm relationships with staff and each other. Staff are positive role models for children. They offer lots of praise and encouragement for children to support their confidence and self-esteem. Children follow healthy lifestyles. For example, they enjoy healthy and nutritious meals, learn good hygiene routines and enjoy playing outside as they engage in physical play.

Outcomes for children require improvement

Overall, children, including those who have special educational needs, develop suitable skills for their next stages in their learning and the move to school. For example, they learn to count and to recognise numbers and shapes, and older children practise their literacy skills and learn to write their names. However, children do not make consistently good progress overall because of variations in the quality of teaching and assessment.

Setting details

Unique reference number	EY152305
Local authority	Sutton
Inspection number	1111431
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	75
Number of children on roll	103
Name of registered person	Bumpsa Daisies Nursery Partnership
Registered person unique reference number	RP518967
Date of previous inspection	7 July 2014
Telephone number	020 8661 5533

Bumpsa-Daisies Nursery registered in 2003. It is based in Overton Park, in the London Borough of Sutton. The nursery is open each weekday from 8am to 6pm for 51 weeks a year, with a breakfast club from 7.30am where required. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 18 permanent staff who work at the nursery. Of these, five hold a level 3 qualification and four hold a level 2 qualification.

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