

Walton House Nursery Ltd

130 Walton Road, SIDCUP, Kent, DA14 4LW



Inspection date

3 July 2018

Previous inspection date

19 January 2018

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:

- Monitoring of the nursery education is not fully embedded. This leads to variable teaching practice for younger and older children. For example, the quality of interaction is not consistently high amongst all staff.
- Leaders and managers are not tracking the progress of different groups of children. This means they do not know where gaps may be in children's learning.

It has the following strengths

- Children are settled in the welcoming environment. They behave and concentrate well on activities that interest them.
- Staff work well with other professionals, such as the special educational needs and/or disability adviser. This means children get the help and support they need. As a result children with special educational needs (SEN) and/or disabilities progress well.
- A new nursery manager has been appointed since the last inspection. She has made many improvements in a short space of time. This includes listening to parent feedback and encouraging parents to be partners in their child's learning.
- Children who speak English as an additional language are supported well and staff help children to gain confidence in English while valuing their first language.

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 the system to monitor staff practice is effective so that teaching becomes of a consistently high standard, including the quality of adult interactions to extend children's learning	05/10/2018
■ develop systems to monitor children's learning, including the progress of different groups of children, in order to identify any areas where children may need help to achieve their very best.	05/10/2018

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

- make sure outdoor play resources are appropriate for babies to help them with their physical development.

Inspection activities

- The inspector observed teaching and learning in the nursery and in the garden.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector held a meeting with the manager to discuss improvements since the last inspection.
- The inspector took account of parents views by speaking with a parent and viewing parent questionnaires.
- The inspector looked at evidence of suitability checks and qualifications of staff working with children.

Inspector
Debra Davey

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers fully understand their responsibility to meet the requirements of the early years foundation stage. Safeguarding is effective. Staff have attended relevant training and have a secure understanding of how to follow local safeguarding procedures. Leaders have implemented a clear action plan and have made significant improvements in hygiene and safety. The new manager has a clear insight of staff development needs and the knowledge to help staff develop their teaching skills. She has welcomed and implemented support from the local authority which has had a positive impact on outcomes for children. Parents are pleased with the setting and have provided detailed feedback in questionnaires which the manager has acted upon to secure improvements.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff have improved the planning and observation systems to help them plan for what children need to learn next. Some staff provide activities which encourage input from children. For example, they have extended children's ideas with imaginative sorting and cooking games. Children have created a fairy garden. They have written letters to the fairies asking for help to cook the pies. Staff are skilled in giving older children chances to explore early writing and numbers in different situations. For example, older children are developing their literacy skills as they help write notices for displays. Children listen intently to stories and express their thoughts and ideas. However, not all staff give children the time and attention they need to develop their communication skills.

Personal development, behaviour and welfare require improvement

Children enjoy their time at nursery and the company of their friends. Staff praise children for good listening and helping. There are visual time-tables to help children learn what comes next to help them feel secure. Staff are supporting children to help them manage their emotions and their behaviour. Children's health is promoted well through good routines. They are encouraged to help themselves to fresh snacks and sit with staff to enjoy healthy home cooked meals. All children are encouraged to show good manners. For example, before going into the garden they wait patiently to put on their own sun cream. They will ask staff nicely for help if they need it. Children enjoy fun activity in the garden as staff set up games to challenge their physical skills. Sometimes, staff do not check the resources available in the garden are suitable for babies to explore or carry around with them.

Outcomes for children require improvement

Children make steady progress overall. Staff encourage children to learn independently during activities which supports their understanding of the world and their self-esteem. For example, children are encouraged to explore their creativity when they choose to make pebbles for the dinosaur tray. They are supported to make decisions and think critically in many play situations. During these times children are motivated and concentrating well. This helps them prepare for their next stage of learning and for school.

Setting details

Unique reference number	EY437833
Local authority	Bexley
Inspection number	1133407
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	41
Name of registered person	Walton House Nursery Limited
Registered person unique reference number	RP901710
Date of previous inspection	19 January 2018
Telephone number	02083008300

Walton House Nursery Limited registered in 2011. It operates from the ground floor of a large residential house in Sidcup in the London Borough of Bexley. The nursery is open from 7.30am to 6pm. The nursery is in receipt of funding to provide nursery education for two, three- and four-year-olds. The nursery employs 11 members of staff, eight of whom hold appropriate early years qualifications to level 2 and above. The manager holds an early years degree.

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