

# Whizz Kidz Nurseries Sutton

Vernon Road Hall, Vernon Road, Sutton, Surrey SM1 4QX



## Inspection date

20 November 2018

Previous inspection date

5 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Staff are well deployed and provide a calm, relaxed and fun environment where children are happy and enjoy their time. Children behave well and are very settled, and build positive and friendly relationships with staff and other children.
- Staff use observations, planning and assessments well to help them identify gaps in children's learning and plan accurately to help them improve. Staff support children effectively who are learning to speak English as an additional language and promote their sense of belonging.
- Staff provide a range of interesting activities for children to help them develop new skills and support them to achieve their next steps in learning. All children make good progress in their learning and development.
- Managers share a strong commitment to the development of the nursery. They have worked very hard to improve and are committed to raising outcomes for children.
- Partnerships with parents are strong. Parents are engaged in their children's learning from the start. This helps to provide continuity between home and nursery.
- Staff support children's healthy lifestyles well. They provide many opportunities for children to enjoy fresh air and exercise outdoors where they constantly enhance their physical skills and well-being.

### It is not yet outstanding because:

- Advice and support from external agencies are sometimes not used effectively to plan and provide a consistent approach from all adults working with children.
- Occasionally, staff do not use questions skilfully to encourage children to think more critically and enhance their learning to a higher level.

## What the setting needs to do to improve further

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

- use advice and support from external agencies more consistently to help strengthen a coordinated approach and enhance children's learning
- use questions more skilfully to encourage children to think critically and raise their learning even higher.

### Inspection activities

- The inspector spoke with children, staff, parents and managers during the inspection.
- The inspector completed a joint observation with the manager and discussed the benefits to children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the management team. She reviewed relevant documentation, including children's learning records, policies and procedures and evidence of the suitability of staff.
- The inspector took into consideration the views of parents spoken to on the day of the inspection.

**Inspector**  
Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed training to keep their knowledge of safeguarding practice up to date. They have a secure understanding of their role and responsibility to keep children safe from harm. Staff know the procedures to follow if they have any concerns about a child's welfare. Managers reflect well on the views of the parents, staff and children. They evaluate the quality of the provision and plan future developments. For example, they have enhanced the garden to ensure children are provided with more challenges and those who learn best outside are well supported. Recruitment is effective; the manager ensures staff are constantly suitable to work with children. They deploy staff well to help ensure the close supervision of children indoors and outdoors. The manager closely monitors staff's professional development and the progress children make to quickly recognise and close any gaps in learning.

### Quality of teaching, learning and assessment is good

The staff team is experienced and qualified. Staff work effectively to create a safe, happy learning environment for children. They know their key children well. There is a strong system in place to ensure the individual learning needs of each child, particularly during periods of staff change, is effective. Staff plan a range of interesting activities to help children make good progress. They use their good teaching skills to promote children's interests well. For example, they provide opportunities for children to develop their interests and explore textures. Staff offer children good experiences to develop their finger muscles very well and foster their early writing skills.

### Personal development, behaviour and welfare are good

Staff ensure the nursery environment is constantly safe. They complete rigorous risk assessments. Staff warmly welcome children and their parents into the nursery. They help children to be confident and settle quickly, showing that they feel emotionally secure. Younger children are happy in their environment and are confident to approach staff. Children behave well and understand rules. For example, they follow simple instructions when it is time to put their coat and shoes on to go outside. Staff give children plenty of opportunities to adopt healthy lifestyles. They ensure meals are carefully planned and prepared to promote children's health and well-being. Staff support older children to manage their own personal needs independently and learn about good hygiene habits.

### Outcomes for children are good

All children learn good social skills. They listen to each other's views and take turns in conversation. Children are well motivated to learn. They are confident and develop their early reading and writing skills well. Children count, recognise colours and understand shapes, space and measurements. They listen well and older children competently explain how they feel. For example, older children assert themselves well and tell others, 'stop, I don't like it'. Older children are eager to practise their independence skills. They can set tables for lunch and serve their own snacks. Children are respectful and value each other. All children make good progress from their starting points. They are well prepared for their next stages in learning and, eventually, school.

## Setting details

<b>Unique reference number</b>	EY500246
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10084700
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Whizz Kidz Nurseries Ltd
<b>Registered person unique reference number</b>	RP535395
<b>Date of previous inspection</b>	5 July 2017
<b>Telephone number</b>	02086612524

Whizz Kidz Nurseries Sutton registered in 2016. The nursery employs seven members of staff. Of these, five staff hold early years qualifications at level 2 and level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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