

# Inspire Day Nursery

68 Windmill Road, CROYDON CR0 2XP



<b>Inspection date</b>	6 December 2018
Previous inspection date	25 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- Managers are not fully effective at monitoring and coaching staff, and the quality of teaching is not consistently strong. This weakness prevents some groups of children, including the most able, from making consistently good progress.
- The managers are not consistent in their working partnership with other agencies to ensure children with special educational needs and/or disabilities (SEND) have strong and continuous support.
- Staff do not consistently embrace the cultural and language differences of children who attend, to extend children's awareness of similarities and differences between themselves and others.
- At times, high levels of noise in some rooms inhibit the learning of children who prefer quieter activities.

### It has the following strengths

- Children are happy and feel secure. Key persons establish a positive relationship with parents. For example, they make effective use of the online communication system, parents' evenings and newsletters to keep them in touch with the nursery activities.
- Children particularly enjoy outdoor play. The new garden design is highly stimulating and staff encourage older children to look critically at nature, such as using magnifying glasses to look at mini-bugs.
- The promotion of children's health is a particular strength. Children quickly learn good hygiene and toileting procedures. They eat healthy snacks and meals, and younger children benefit from having appropriate rest times.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
monitor the educational programmes more precisely and take swift action to target weaker aspects of learning to support all children to make good or better progress.	16/01/2019
improve staff knowledge of working together with other agencies to ensure all children with special educational needs and/or disabilities (SEND) receive strong and consistent support.	16/01/2019

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

- strengthen the supervision procedures and support all staff to develop good teaching practice
- provide more opportunities for children to learn about other cultures and languages, and the differences and similarities between themselves and others
- raise children's awareness of noise levels at certain times of the day and how these affect the learning of others.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed several observations of children's play and the lead inspector completed a joint observation with the manager.
- The inspectors held meetings with the management team.
- The inspectors spoke with parents during the inspection and took account of their views.

### Inspectors

Gill Cubitt

Angela Colman

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider is ambitious and plans for continuous improvement. However, the recent changes to the educational programmes are not fully embedded in practice. This affects the accuracy of assessments and the quality of the planning for children's next steps. Staff supervision is improving, although teaching practice is not monitored effectively to ensure it is consistently strong. Nevertheless, staff training is encouraged and a recent course in behaviour management has had a positive outcome. Staff and managers work well as a team and offer parents support. However, there is an inconsistent approach to linking with other agencies and ensuring all children with SEND have the full support they need. The recruitment procedures ensure all staff who work with the children are suitable. The provider understands that the same rigour must be applied when employing temporary staff. Safeguarding is effective. The premises are safe and secure. Staff know the signs and symptoms of abuse and understand their responsibilities in relation to any allegations against staff members.

### Quality of teaching, learning and assessment requires improvement

Not all staff show a strong enough understanding of how to promote children's good progress. They focus on simple tasks and do not consistently allow children to develop their own ideas and creativity. When making Christmas cards, for example, staff focus on children listening to instructions rather than on enjoying the experience. When teaching is better, staff engage children in meaningful conversations, which helps to support their language skills. For example, staff use good narrative while children cut fruit, to engage their curiosity. Children eagerly participate, and repeat descriptive words to develop their vocabulary. Children listen to stories and sing songs. However, at times, some groups are too noisy for quieter children. Staff observe children and have a general overview of their development. However, inconsistencies in teaching practice mean that staff do not successfully address all gaps in children's learning.

### Personal development, behaviour and welfare require improvement

Children are settled and happily play with each other, although weaknesses in teaching sometimes affect their motivation to learn. Staff do not embrace the full diversity and cultures of the children who attend. For example, some key persons lack knowledge of children's cultures and languages, to enable them to introduce other children to different traditions and communities beyond their own experience. Staff use effective strategies to support children's behaviour. For instance, older children take responsibility for some of the planning of their activities, and staff encourage them to be helpers, such as laying tables and clearing plates.

### Outcomes for children require improvement

Weaknesses in teaching and support for some children, including those with SEND, mean that all children do not make the best possible progress. Nevertheless, they gain some useful skills, such as health awareness and independence, which help to prepare them for their eventual move to school. Babies and toddlers find stimulation from natural and sensory resources, and older children learn how to look at books and recognise their name.

## Setting details

<b>Unique reference number</b>	EY462144
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10067880
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	106
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Inspire Day Nurseries Limited
<b>Registered person unique reference number</b>	RP532554
<b>Date of previous inspection</b>	25 March 2014
<b>Telephone number</b>	0208 684 8177

Inspire Day Nursery registered in 2013. It is privately owned and operates from premises in the London Borough of Croydon. The nursery is open each weekday from 7.30am until 6.30pm for 50 weeks of the year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. A total of 26 staff work with the children. Of these, two members, including the owner, hold a level 6 qualification. The deputy manager holds a qualification at level 4 and there are 14 staff who hold level 3 qualifications and three staff hold level 2.

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