

Inspection of Abbey Wood Grange Day Nursery

16 Church Road, Kenley, South Croydon, Surrey CR8 5DU

Inspection date: 8 June 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised at this nursery. This is because the provider fails to meet a number of requirements of the early years foundation stage. Despite this, most children are happy and settled. Although leaders have a vision of what children should learn, this is not implemented in the nursery rooms. The quality of teaching is inconsistent, and leaders are not aware of the quality of practice across the nursery. Staff watch children play, but do not support them in their play or interact and communicate with children to support their learning. This means that children do not learn and progress as much as they could.

Children have a basic understanding about what is right and wrong. They play together with respect. For example, when playing outside, they take turns putting the bricks together to build a wall. Children form bonds with staff and talk to staff when they need help. For example, children tell staff when others are not sharing due to the limited resources.

Parents talk positively about the nursery. They report that during the COVID-19 (coronavirus) pandemic, they have been able to stay in the rooms with the children for a little while, following health and safety procedures which help to prevent the spread of infection. Leaders do not have high expectations of children's learning and development. Staff do not plan for what they want children to learn and are not always prepared for when children arrive at the setting. As a result, children do not always experience a variety of activities and resources based on their interests and developmental needs.

What does the early years setting do well and what does it need to do better?

- The leadership team is able to discuss what they want children in their setting to learn. However, they do not put in place an ambitious curriculum for children that supports their development across the seven areas of learning. Leaders intend for children to become confident and independent learners. Yet, they are not aware of the poor-quality teaching and learning taking place in the nursery rooms.
- Leaders are not able to identify the weaknesses in staff practice, and supervision arrangements are not effective in helping staff improve their skills. This means that leaders do not provide specific and individual development opportunities for staff to improve their practice. Procedures to help new staff take up their roles and responsibilities are not effective. Some staff are not aware of children's next steps in learning, so cannot plan appropriate activities to support them.
- The quality of teaching is inconsistent and poor. Staff do not provide good levels of challenge or support children's language and communication skills effectively. For example, when children take part in an activity to learn about healthy food,

staff do not initiate interesting conversations about the topic. Staff do not encourage children to use their imagination or express themselves as they play. For example, when children want to paint their stars red, staff tell them they have to paint them silver. Children must wait to take turns in using paintbrushes as staff fail to provide enough for all children to participate. Nevertheless, staff show kindness to children and praise them frequently for their achievements.

- Staff know what children's interests are. However, they do not use this knowledge to help children learn in a way that takes these into account. Activities are not always appropriate for the children's age. For example, when staff aim to teach children to recognise letters, they do not adapt the activity for those who are interested in creativity and learning in the home corner. As a result, children do not stay engaged in their learning, become bored, and do not make the progress they are capable of.
- Staff do not always supervise children in a way that meets their individual care and learning needs. At the time of the inspection, new staff who are unfamiliar to children are assigned to take care of their personal care needs, such as nappy changing.
- Leaders are not aware of the arrangements staff use in the rooms for sleeping babies. Staff use pushchairs and bouncy chairs in the main playroom for babies to fall asleep in, instead of using cots and the quiet sleep room. This does not support babies' well-being and does not enable them to have quality rest throughout the day.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to follow their own safeguarding procedures in notifying the relevant agencies when a significant incident has occurred, as required. Some staff do not use the nursery's whistle-blowing procedures when children's safety is compromised. For example, they do not feel confident to raise concerns to the leadership team when they are not meeting adult:child ratios, as required. Staff can describe how to identify when a child is at risk of harm. However, they do not know the correct reporting procedures to keep children safe. In addition to this, the provider does not ensure staff supervise children adequately. Children are not always within sight or hearing of adults. This puts children at potential risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure all nursery policies and procedures are understood, implemented, and followed, with particular regard to who to report concerns to beyond the management team and owners	30/06/2021
ensure all staff know how to respond in a timely and appropriate way to any inappropriate behaviour displayed by other members of staff, including raising concerns about leaders	30/06/2021
put effective supervision arrangements in place to help leaders to support, coach, and train practitioners to promote the interests of children	30/06/2021
ensure staff are deployed effectively to supervise children and meet their individual needs at all times, and make sure that children are in sight and/or hearing of staff at all times to ensure their safety.	30/06/2021

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

	Due date
raise the quality of teaching to ensure all staff offer each child sufficient challenge and fully support their language and communication skills consistently	29/07/2021
ensure that the curriculum is tailored to the individual children's interests and learning needs.	29/07/2021

Setting details

Unique reference number	EY330257
Local authority	Croydon
Inspection number	10197387
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	106
Number of children on roll	167
Name of registered person	Highfield Nursery Ltd
Registered person unique reference number	RP526089
Telephone number	020 866 09040
Date of previous inspection	7 September 2018

Information about this early years setting

Abbey Wood Grange Day Nursery registered in 2006. The nursery is open from 7.30am to 6pm, from Monday to Friday, all year round, with the exception of bank holidays. It receives funding for free early education for children aged three and four years. There are 36 staff who work directly with the children. Of these, 23 hold appropriate qualifications at level 3 and one at level 2.

Information about this inspection

Inspectors

Anja Eribake
Rebecca Hurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspection was carried out following the risk assessment process.
- The manager led one of the inspectors on a learning walk of the nursery and explained how the nursery is organised.
- The inspectors observed the quality of teaching and assessed the impact this has on children's learning.
- One of the leaders carried out a joint observation with one of the inspectors. They looked at how well practitioners teach children what they want them to learn.
- The manager showed the inspectors a sample of documents. This included evidence of staff's suitability and training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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