

Inspection of Playdays Nursery

58 Queens Road, Wimbledon, London SW19 8LR

Inspection date: 30 June 2021

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The recent changes in staffing affect the overall effectiveness of this early years provision. Children do not feel safe and secure in the setting. They come across tripping hazards, due to staff's weak risk assessments and poor deployment. Many children do not have a key person to help them settle, feel emotionally secure, and meet their individual needs. As a result, some children, especially those in the toddler room, feel unhappy and unsettled.

Staff do not have high expectations of what children can achieve and how to support children's communication and language development. Children do not receive an adequate level of challenge. They speak many different languages in the nursery. However, staff are unaware of what languages children speak and, therefore, do not support children as required. Children lack good communication and language skills. Although children are eager to explore the environment, staff are not skilled enough to extend their learning. Consequently, all children, including those with special educational needs and/or disabilities and those who learn English as an additional language, do not develop sufficient skills to fulfil their potential in readiness for school.

Children sit at the table for long periods of time before they receive attention from staff. They often become bored and loud, letting staff know they need attention. Children behave appropriately if they receive interaction from staff. They learn to negotiate with one another during play. Children are active and ready for a new challenge.

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

- The provider does not follow safer recruitment procedures. She allows new staff to work with children before she carries out any checks to confirm their suitability. This puts children at risk. The provider and manager fail to implement induction training for new staff, to help them understand their roles and responsibilities and carry out their roles effectively.
- Most staff, including the designated safeguarding lead, have insecure knowledge of how to identify when a child may be at risk of female genital mutilation and what to do if they feel children are at immediate risk of harm. Staff are unaware of the procedure to follow should they have a concern about a child or how to respond to allegations against a member of their team. In addition, they are unaware of wider safeguarding issues, including the 'Prevent' duty guidance. These gaps in staff's knowledge compromise children's safety and well-being.
- The provider does not monitor the provision effectively and does not identify all weaknesses in practice. Staff do not benefit from effective supervision, training and support to help them improve the quality of their teaching and individual

effectiveness. The manager does not have high expectations of staff's performance. She fails to offer targeted support for individual staff to ensure they develop and improve their skills. Some of the required documents were not readily available for inspection. This included staff's qualification certificates and/or their paediatric first-aid training certificates. The provider and the manager expressed an aspiration to make improvements after breaches were identified at the inspection.

- The manager failed to deploy her staff effectively to supervise children. On occasions, the inspector had to remind staff to attend to children as they were about to drink coloured water from the water tray. In addition, staff failed to identify and remove tripping hazards. The manager does not ensure some resources, such as shaving foam used for activities with children, are suitable for children's use. Risk assessments are weak, and this places children at the risk of harm.
- Staff do not always clean the nappy changing unit after each nappy change. Children play with the sand which is not changed frequently enough to ensure that it remains clean and fit for purpose. This shows poor cleaning and hygiene practices and does not promote the good health and safety of children.
- Although staff carry out assessments of children's development, they are unsure what they want children to learn. Staff do not implement a curriculum that focuses precisely on helping children to work towards their next steps in learning. Activities they plan lack learning intentions and children soon lose interest and leave.
- Partnership with parents is weak. Although parents receive information about activities that children engage in at the nursery, many parents expressed they are no longer updated with the next steps in their child's learning and who their child's key person is. Staff do not encourage parents to share children's learning from home. This means that continuity in children's care and learning is not well supported.
- New staff do not know children well. They fail to interact with children effectively. The weak staff interactions have a negative impact on children's engagement and enthusiasm for learning. Staff do not teach children to value and care for resources. As a result, many books, both in the baby and toddler room, are pulled apart and thrown around the room for children to walk on.
- Despite the lack of good quality staff support, children enjoy making choices about what they want to play with and often follow their own ideas. They access their favourite resources, such as dinosaurs, independently. Although some staff arrange activities to follow children's interests, they fail to extend children's knowledge further. For example, when children do not know the names of some dinosaurs, staff miss the opportunity to find this out for children and involve them in further learning.
- All children benefit from physical activities. Babies gain confidence in crawling and moving around. Children benefit from healthy meals that reflect their dietary needs. However, the chef has not received guidance on how to check the temperature of food before serving it to children. Not all staff who handle food have appropriate training. This does not fully promote the good health and safety of children.

- Children have regular access to an outdoor environment to help them learn about the importance of how to lead healthy lifestyles. The pre-school children enjoy visiting nature and express how muddy it can get. Children learn to accept each other's differences.

Safeguarding

The arrangements for safeguarding are not effective.

Adults in the setting do not ensure they supervise children effectively. This has a significant impact on children's safety. Poor practice does not promote the good health and safety of children. The provider fails to check the suitability of adults who work with children to promote children's welfare. The manager regularly meets with other professionals and shares information effectively to keep the most disadvantaged children safe. However, overall, children's safety cannot be assured, due to several safeguarding and welfare breaches. This includes poor risks assessments, staff deployment, and staff's insufficient knowledge of safeguarding procedures, including if an allegation is made against a member of staff.

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
ensure the designated safeguarding lead has appropriate knowledge and skills to carry out their role effectively to safeguard children	21/07/2021
ensure all staff receive training to improve their knowledge of safeguarding issues so that they can identify signs of abuse and neglect and follow the appropriate procedures	21/07/2021
ensure all staff are aware of wider safeguarding concepts, including the 'Prevent' duty guidance	21/07/2021
implement robust recruitment procedures in order to assess the suitability of staff working with children	21/07/2021

ensure that all staff receive induction training to help them understand their roles and responsibilities within the nursery and carry out their roles effectively	21/07/2021
improve arrangements for supervision to ensure all staff receive the training and support required to improve their practice and meet children's individual needs	21/07/2021
ensure that each child is assigned a key person and their parents are informed so children settle and their individual care and learning needs are met	21/07/2021
ensure staff are deployed effectively to supervise children and keep them safe	21/07/2021
ensure staff who handle food receive appropriate guidance and training in line with food hygiene and safety to keep all children healthy and safe	21/07/2021
improve hygiene and cleaning practices within the nursery to help minimise the spread of infections to keep the children and staff healthy and safe	21/07/2021
carry out robust risk assessments to identify and reduce hazards	21/07/2021
ensure required documents are readily available for inspection	21/07/2021
improve the two-way flow of communication with parents and encourage them to share children's learning from home	21/07/2021

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

	Due date
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implement an ambitious curriculum that focuses on what individual children need to learn so that all children, including those who are disadvantaged, develop skills and knowledge needed for the next stage in their learning	21/07/2021
provide a wide range of opportunities for children to develop good communication and language skills	21/07/2021
provide experiences for children to use their home language in their play and learning.	21/07/2021

Setting details

Unique reference number	138232
Local authority	Merton
Inspection number	10199080
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	58
Name of registered person	Playdays Day Nursery & Nursery School Limited
Registered person unique reference number	RP911369
Telephone number	020 8946 8139
Date of previous inspection	21 June 2017

Information about this early years setting

Playdays Nursery registered in 2000 and is one of five nurseries owned by Playdays Day Nursery & Nursery School Limited. It is based in Wimbledon in the London Borough of Merton. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- This was the first inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the setting.
- This inspection was conducted following Ofsted's risk assessment process.
- The inspector spoke with parents during the inspection and considered their views.
- The inspector conducted two joint observations with the manager and discussed the quality of education.
- The inspector held discussions with staff and children during the inspection.
- The inspector observed children's play indoors and outdoors.
- The inspector held meetings with the provider and the manager and viewed some documentation.

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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