

# Inspection of Violet Daycare - Bexley Road

33a Bexley Road, Erith, Kent DA8 1SH

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Inspection date: 27 July 2021

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children build strong relationships with the staff in the setting. They excitedly enter the setting and are warmly welcomed by the staff team. Children seek comfort from their key person or familiar staff when they are tired or become upset. This shows they feel safe and secure in the setting. Staff understand children's care needs very well. In the baby room, staff pay close attention to children's food preferences and provide them with alternate meals and snacks when required. With older children, staff use lots of praise to recognise children's efforts.

Some children show that they understand the rules of the setting, whereas others are less confident in their understanding and display more challenging behaviour. Staff are inconsistent in their approach to support children's understanding of their behaviour. As a result, some children are unclear about what is expected of them. In response to the COVID-19 (coronavirus) pandemic, parents do not currently enter the setting. Handover of children takes place at the main entrance. Parents feel they receive enough information about their child's day, despite not coming into the setting.

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

- The quality of the curriculum is variable. Older children, who are ready to move on to school, demonstrate high levels of ability in reading and writing. Staff in the pre-school room do not demonstrate understanding of how to continue to support these children. They do not have any opportunities planned to extend their learning and challenge their critical thinking skills. In contrast, babies are very well supported in their learning. Staff challenge them with simple questions while building and knocking down towers of bricks in the garden. Staff ask, 'can you show me how to fix it?' to encourage children to re-build their tower independently.
- Support for children's communication and language development is inconsistent. Staff working with toddlers and pre-school children do not use questions effectively to support children's learning. For instance, while playing in the role play area, staff ask children what they have made, but then walk away before the children answer the question.
- Staff are highly attentive to children's personal needs, particularly in the baby room. They provide a caring environment that promotes children's well-being and independence. Babies learn to be resilient as they move around and tumble over in the garden. This is because staff encourage them to take appropriate risks and support them to get back up and try again if they fall.
- Children are enthusiastic and eager to learn from staff in the setting. They proudly show off the artwork they have made, but staff do not use this opportunity to explore the children's abilities further. In the older rooms,

children show how they have made a number of drawings and written their name and the letters of the alphabet. Staff do not encourage children to write other words that relate to their drawings. This means that children are not appropriately challenged to further develop their handwriting skills.

- Staff in the setting discuss the targets provided by external professionals for children with additional learning needs. However, they do not make effective use of activities and routines to implement these targets and build on the children's skills. Furthermore, some children's emerging learning needs are not recognised quickly enough. As a result, these children do not make as much progress in their learning as they could.
- Leaders and managers understand what they want children to achieve during their time in the setting. However, they do not use their time effectively to support, coach and mentor staff to strengthen their teaching practice. As such, the children do not have access to a curriculum that is ambitious and tailored to their individual needs. Parents speak highly of the setting and talk about the skills their children have developed since starting at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

All staff in the setting have received recent training in safeguarding, and are confident in their knowledge. This means that they are well equipped to recognise when a child may be at risk of harm, and understand the steps they must follow to report their concerns. Furthermore, they are aware of local safeguarding issues that children may be exposed to, and how to find support for children and their families. There are appropriate systems in place for the recording of accidents and incidents.

## What does the setting need to do to improve?

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

	Due date
improve staff's understanding of children's individual needs, interests and stage of development, to ensure they provide children with sufficient challenge and planned, purposeful play opportunities	27/08/2021
ensure that targets set by external professionals for children with additional needs are used to support these children effectively	27/08/2021

implement effective systems for leaders and managers to coach, guide and mentor staff, to enable staff to provide consistently strong opportunities to improve the quality of education in the setting.	27/08/2021
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**To further improve the quality of the early years provision, the provider should:**

- further support children who are less confident in understanding the setting's rules and boundaries to enable them to meet the expectations for their behaviour.

## Setting details

<b>Unique reference number</b>	2564847
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10197502
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Violet Daycare Ltd
<b>Registered person unique reference number</b>	2564846
<b>Telephone number</b>	01322341672
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Violet Daycare - Bexley Road registered in 2020. It is located in Bexley. The setting operates Monday to Friday, from 7am to 7pm, all year round. The manager holds a level 3 qualification in childcare.

## Information about this inspection

**Inspector**  
Danny Lydon

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector carried out a discussion about the curriculum of the setting.
- The inspector provided an opportunity for the manager to complete a joint observation with the inspector.
- Parents spoke to the inspector and shared their views.
- The inspector observed staff practice and their interactions with the children.

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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