

Inspection of Quaggy Nursery @ Parkside

Parkside Avenue, Lewisham, London SE10 8FN

Inspection date:

8 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Practitioners provide a warm and welcoming environment. They form nurturing, positive relationships with children in their care and respond swiftly to children who are sad or require extra reassurance. Children arrive happy and settle quickly into the nursery routine. They make choices about what they want to play with and readily access activities that cover the seven areas of learning. They develop their physical skills through regular outdoor play. Freshly prepared meals support their good health. Most resources are of good quality, except for some books that are torn, that limit children's enjoyment of stories.

The quality of education has improved. Staff are developing a stronger focus on what they want children to learn, but this is still in its infancy. Some practitioners need more support to help children engage in thoughtful, challenging conversations. Most children play happily without adult support. Children, generally, behave well and take turns when playing together but, occasionally, they distract their friends during planned activities and staff do not always intervene quickly enough. Nonetheless, carefully thought out activities, such as 'bucket time', engage and support children who find listening and concentrating challenging. Opportunities for children to be independent have improved since the last inspection.

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

- Leaders and managers have a clear vision of what they want to achieve. Despite many challenges, they have worked hard to ensure that the well-being and safety of children, parents and practitioners is paramount. For example, staff have accessed training to improve their knowledge of safeguarding. Leaders have made many improvements and addressed the actions raised at the last inspection. They recognise that this is an ongoing process and will take time to fully embed.
- Leaders and managers provide practitioners with ongoing support to develop their practice. High priority is given to their continued professional development to improve their interactions with children. For example, practitioners recently attended a course on 'Playfulness'. Practitioners have regular supervision meetings with managers, to check how well children are learning. However, assessment procedures need strengthening to ensure that information gathered for different groups of children, including those with additional needs, is fully utilised.
- Parents speak highly of the nursery and have many opportunities to contribute to their children's ongoing learning. Throughout the COVID-19 (coronavirus) pandemic, leaders and practitioners worked hard to support the continuity of children's care and education. They used communication tools such as

newsletters, video, and facetime to maintain relationships with parents.

- Children develop their early literacy skills through familiar stories and song during story time. They learn the sounds that letters make and confidently write their own names. Practitioners use visual timelines and key words in children's home languages to help them understand routines and feel valued.
- Children are keen to learn about nature and the world around them. They explore the 'sensory garden', where they smell herbs and bug hunt for worms, ants and woodlice. Children are curious about how things grow. They visit the local allotment and take great pride in caring for plants. Children work closely with the visiting gardener to the nursery. They develop their numeracy skills and learn about shapes and patterns, as they cut up tomatoes and grow sunflowers.
- Children have opportunities to learn self-care skills. For example, children serve themselves at mealtimes and pour their own drinks. Children confidently explore the environment. They particularly enjoy using the outdoor environment throughout the session. There is a strong emphasis on learning about the local and wider community. Children learn about cultures other than their own, promoting a sense of pride and belonging.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, leaders, managers, and practitioners have improved their knowledge of safeguarding. Designated safeguarding leads now understand and implement local child protection procedures. They know the correct procedures to follow if an allegation is made against practitioners. Practitioners now have a secure understanding of the wider aspects of safeguarding, such as the 'Prevent' duty and female genital mutilation. This ensures that risks to children are minimised. Robust policies and risk assessments for the premises are in place. This ensures that children are cared for in a safe and secure environment. Safer recruitment procedures ensure that practitioners are suitable to work with children.

What does the setting need to do to improve?

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

- continue to monitor and evaluate staff's understanding and implementation of the curriculum to swiftly identify weaknesses in practice and raise the quality of education
- strengthen further assessment procedures, so that information gathered for different groups of children is utilised more effectively
- provide children with books that are in good condition so that their enjoyment of stories is not limited.

Setting details

Unique reference number	EY544729
Local authority	Lewisham
Inspection number	10133983
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	2 to 4
Total number of places	40
Number of children on roll	23
Name of registered person	Quaggy Development Trust
Registered person unique reference number	RP909078
Telephone number	02084659785
Date of previous inspection	28 November 2019

Information about this early years setting

Quaggy Nursery @ Parkside registered in 2017 and is owned by the Quaggy Development Trust. It operates for 48 weeks in a year. It opens Monday to Friday from 8am to 6pm. It has five members of staff, four of whom hold childcare qualifications at level 3.

Information about this inspection

Inspector

Christine Davies

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager and inspector discussed the curriculum and the quality of education during a learning walk.
- A joint observation was conducted by the early years lead of the nursery and the inspector.
- Children and parents talked to the inspector about their experiences of the nursery.
- The inspector observed activities and assessed the impact of these on children's learning and progression.
- A range of documentation was viewed by the inspector, including safeguarding policies and procedures and paediatric first-aid qualifications.

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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