

Inspection of Quaggy Childrens Centre

Orchard Hill, London SE13 7QZ

Inspection date: 5 August 2021

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

The provision is good

The dedicated and passionate leadership and staff team create a welcoming and nurturing environment for children to play and learn in. Children are happy and safe. They enjoy participating in a variety of fun and stimulating activities. They show that they have good bonds with staff and feel comfortable and secure. Staff have high expectations for children's learning and support the different areas of learning through a varied curriculum. Children access a very spacious and well-resourced outdoor learning area. They show good levels of engagement as they explore and investigate outdoors. For instance, children delight in making pretend soup and chocolate pudding in the mud kitchen. Staff foster children's imagination and creativity effectively.

Children have fun dancing to music, making play dough and playing in a large sandpit. In addition, children enthusiastically participate in running races and racing with crates. They have excellent opportunities to develop their physical skills. Currently, the younger and older children are sharing a classroom. The younger children are sensitively supported by the adults. They develop their imaginations. For example, children enjoy playing with small-world animals and in the role-play area. Staff are attentive to children's needs. Children behave very well and show good levels of enjoyment.

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

- Leaders and staff have developed an extensive and thorough risk assessment and operational plan in response to the COVID 19 (coronavirus) pandemic. This has been highly effective to date. For instance, children have been engaging in more frequent handwashing routines and a rigorous cleaning schedule has been put in place to try to minimise the spread of infection. Parents receive daily feedback at the door and get daily sheets that provide an overview of their child's day. Parents also receive additional video calls to discuss their children's progress in more depth. Most parents express that, despite not being able to come into the setting, they feel well involved in their children's learning.
- Partnerships with parents are very good. Most parents express extremely high levels of satisfaction. They state that their children enjoy attending, are making good progress and have developed close relationships with the loving and caring staff. Some parents comment on some recent changes in the staffing arrangements, however, most express that they feel the leadership team are working hard to provide more consistency and there has not been a negative impact on their children's experience.
- Staff have high aspirations for all children. This is particularly true of children who are in receipt of additional funding and those children with special educational needs and/or disabilities. Staff show high integrity and

determination towards supporting all children to make good progress. Partnership working with other professionals is strong. For instance, staff liaise with other professionals to work on shared targets to support children's future learning.

- Staff nurture children's confidence and children show a positive approach towards their learning. Staff plan a range of fun and enjoyable experiences to capture children's interests. Overall, teaching is good. However, on occasions, some staff do not fully maximise opportunities to challenge children's language skills. For instance, they do not always use effective questioning and encourage much discussion during stories.
- Although staff have recently developed a mathematical area in the classroom, at times, some staff do not maximise natural opportunities that arise to fully promote children's mathematical skills. For example, they miss opportunities to encourage counting and use of mathematical language during role-play activities.
- There is a strong commitment to ongoing mentoring, professional development and training. For instance, staff members have recently completed training about how to be playful with children during their interactions and how to support children to take care of the planet, and recycle and reuse.
- Children are supported effectively to adopt healthy lifestyles. This is evident when they eat a range of healthy snacks and meals. Children have daily opportunities to be active, for instance, when planting and digging in the forest school area and when practising tumbling and rolling on large mats outdoors.
- Equality and diversity is strongly celebrated and embedded at the nursery. For instance, staff regularly make videos about music and stories from around the world. They also teach children about inspirational figures from a range of different backgrounds and cultures, such as Marcus Rashford and Olive Morris.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that thorough vetting and recruitment processes are followed to try to ensure the suitability of all staff. Thorough induction procedures help staff to understand their role in keeping children safe and how to risk assess the environment to minimise dangers or hazards. All staff complete regular safeguarding training and have a clear understanding of their responsibilities to protect children's welfare. They can confidently discuss scenarios that may indicate a child is at harm and understand reporting procedures to seek additional support for children. There are clear and effective systems in place to support children with special dietary requirements and medical needs. This information is regularly reviewed in the interest of promoting children's health and safety.

What does the setting need to do to improve?

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

- build on opportunities for staff to consistently extend children's language skills to challenge their learning further
- support staff to enhance their interactions during activities and daily routines to extend children's mathematical knowledge.

Setting details

Unique reference number	EY282060
Local authority	Greenwich
Inspection number	10133486
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	1 to 4
Total number of places	49
Number of children on roll	46
Name of registered person	Quaggy Development Trust
Registered person unique reference number	RP909078
Telephone number	0208 4659785
Date of previous inspection	3 December 2019

Information about this early years setting

Quaggy Childrens Centre registered in 2004. It is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. There are 16 members of staff that work directly with children, 13 of whom hold appropriate early years qualifications ranging from level 6 to level 2. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Amy Mckenzie

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 inspector completed a learning walk with the leaders and discussed their intentions for the quality of teaching and curriculum.
- A number of discussions were held with staff, while completing observations of the children's experiences at the nursery.
- The inspector spoke to a number of parents to seek their views about the care and education their children receive.
- A range of documentation was sampled, including evidence of staff's suitability, qualifications 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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