

# Inspection of Growing Beans Tooting Nursery and Preschool

226 Mitcham Road, Tooting, London SW17 9NN

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Inspection date:

13 October 2021

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## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

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

### **The provision requires improvement**

Staff promote children's confidence and independence well. For example, babies begin to hold cutlery and make good attempts to feed themselves. Toddlers are encouraged to independently wash their hands. Older children put on their coats and shoes before they go outdoors. However, some staff do not know why they provide some activities to help extend and promote children's learning further.

Despite some of the weaknesses identified during the inspection, children behave well. Staff do their best to follow children's home routines, even though some staff do not know children well enough because of the inconsistencies in the key-person system. However, babies snuggle up and sleep in very cosy bedding. Staff tend to children's personal needs, for example when they change children's nappies.

Children of mixed ages play alongside each other and enjoy each other's company, to further promote their social skills. For example, older children keenly climb a fixed climbing frame. Staff say, 'Ready, steady, go' as they excitedly slide down a slide. They sit with babies and look at picture books together. Toddlers enthusiastically explore the environment. On the whole, most children feel happy, emotionally secure and safe.

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

- Overall, staff promote children's healthy lifestyles well. For example, children benefit from plenty of fresh air and physical exercise when they play outdoors. Furthermore, they enjoy nutritious meals cooked on the premises by a newly employed cook. Children enjoy plenty of fresh fruit for their snack. However, staff do not always provide drinking water for children to help to keep them hydrated.
- Generally, most children are settled and enjoy their time at the nursery. However, the staff team is inconsistent. Because many key staff have left, and some staff move between rooms, not all children build strong attachments with their key person to help promote their emotional well-being. This means that some children, in particular the youngest children in the baby room and toddler room, find it difficult to settle and remain unsettled during the inspection. Nonetheless, all staff, including newly appointed staff and agency staff, are caring and responsive.
- Overall, the manager promotes partnership with parents. However, communication with parents requires improvement. Not all parents know who their child's key person is. Parents are not consistently kept up to date with information about changes in staffing. Nevertheless, parents are very keen to share their views on the day of inspection. Parents say that they are very happy with the care of their children. They comment that they receive regular

newsletters to help keep them informed. Parents appreciate the ideas provided by staff that they can try at home to extend their children's learning.

- The manager assesses risks effectively and completes daily checks to help minimise all potential hazards to children and ensure that the premises are safe and suitable. All accidents are recorded and notified to external agencies in a timely manner to meet requirements. The manager successfully evaluates all accidents when they occur to make certain all hazards are removed to help keep children safe and from harm. The manager makes sure that children are always supervised and staff ratios are correct.
- Staff do not plan some environments carefully for all children. For example, at times, there are limited activities and resources, particularly in pre-school room. This means that some children's learning is not supported to a good level. Children's learning needs are not always targeted effectively and some staff do not know what they intend children to learn. As a result, some activities lack focus. Consequently, not all children make the progress of which they are capable.
- Children's early communication, language and literacy skills are supported well. Staff read stories to children and keenly point to pictures to help promote their love of books and early reading skills. For example, children enjoy a story about a tiger who came to tea. They concentrate as they explore technology toys. For instance, children anticipate what happens next when they press buttons and say 'Hello mummy' when they play with an electronic toy phone.
- The newly appointed manager confidently explains the nursery curriculum, implementation and what she intends children to learn over time. Additionally, she shares her vision among all staff and the organisation. The manager evaluates provision and practice, and monitors staff performance. However, this is not always effective in identifying or raising the quality of teaching and learning across the nursery. The manager and organisation recognise where improvements must be made. They seek and value the views of parents. For example, the organisation has arranged parent meetings to raise any concerns.

## Safeguarding

The arrangements for safeguarding are effective.

Staff access safeguarding training to keep their knowledge current. They have a secure understanding of their responsibility to keep children safe. Staff know how to identify when a child's welfare might be at risk of harm and what action to take to report any concerns. The provider implements robust recruitment, vetting and induction procedures to ensure that staff are suitable to work with children. Staff know that new staff and agency staff are not to be left alone with children until their suitability checks have been received. Furthermore, staff confidently explain the whistle-blowing procedure if they have a concern about a staff member, as well as the policy for personal mobile phones within the nursery.

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

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

	<b>Due date</b>
ensure that drinking water is available at all times for children	25/10/2021
monitor the quality of teaching and learning closely and provide more tailored support and coaching for staff, to improve their teaching skills and to ensure that they offer quality learning experiences for all children	29/11/2021
improve the key-person system so that parents receive up-to-date information about who their child's key person is and ensure that every child builds positive relationships with their key person to support their emotional well-being.	29/11/2021

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

- plan more carefully to offer children a varied, exciting and challenging environment throughout the day, in particular in the pre-school room.

## Setting details

<b>Unique reference number</b>	2591351
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10209906
<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 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Lucky Beans Childcare Limited
<b>Registered person unique reference number</b>	RP561210
<b>Telephone number</b>	02086726177
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Growing Beans Tooting Nursery and Preschool registered in 2018. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday. It employs 12 members of staff, including a cook. Of these, five staff hold childcare qualifications at level 3, and three hold childcare qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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.
- A range of documentation was viewed by the inspector, including recorded accidents, safeguarding and mobile phone policy and procedures, and paediatric first-aid qualifications.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The inspector took account of the views of parents during telephone conversations.
- The inspector observed the quality of education, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff's suitability.

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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