

Inspection of Woodcote Day Nursery Limited

Woodcote Day Nursery, 54 Woodcote Valley Road, Purley CR8 3AJ

Inspection date: 20 October 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy. Staff greet them warmly on arrival into the friendly and welcoming environment. After joining, children soon develop positive relationships with their key person. Babies enjoy cuddles and are nurtured by the staff, who are attentive to their needs and identify quickly when babies need reassurance or to sleep. Children enjoy learning. Older children listen, share and take turns with resources when playing together without adult intervention. Children persevere with tasks and show good levels of concentration. For example, they complete puzzles, count and construct with bricks. Children enjoy listening to stories. This helps them to develop a love of reading. Older children identify letter sounds and write their names. Some activities, however, lack challenge and do not enable children to build on their existing skills. Staff promote physical play and children's good health. Younger children enjoy throwing and catching leaves in the garden. Children extend their balancing skills as they climb on blocks, steer bicycles and run around the track.

Staff are kind, show respect and talk to children in a calm manner. They provide praise and encouragement, which raises children's self-esteem. This helps children to learn how to manage their behaviour. Children are polite and use good manners. They develop secure friendships, and they demonstrate their understanding of the nursery routines and rules.

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

- Staff place a high priority on children's communication and language skills. They introduce new vocabulary and support children to extend their sentences. Younger children use words accurately, such as 'sparkly' and 'shiny' as they make pumpkin masks with paint and glitter. Staff ask questions and give children time to think and express their ideas. For example, pre-school children discuss the features of a mouse from a familiar story. They compare their similarities and differences compared to other people and extend their understanding about what makes them unique.
- Staff provide a broad curriculum, which incorporates children's interests. They observe children and use this information to check for any gaps in their learning. Staff plan children's next steps. Some staff add this information to the online system. However, in practice this is inconsistent, and some parents are not aware of how their child is progressing.
- Leaders are swift to identify children with special educational needs and/or disabilities. They work with other professionals to put detailed individual plans in place. However, during the inspection, when key persons were absent, some children were left to access the curriculum independently. Limited interaction from staff means that these children's needs are not consistently met.

- Safer recruitment is in place to ensure staff are suitable to work with children. However, managers do not always ensure that staffing arrangements are effective. For example, staff are not deployed well enough to meet the needs of all children. In addition, the nursery is experiencing difficulties with recruitment and retention of staff. As a result, a large turnover of agency staff is having a negative impact on the running of the nursery.
- Overall, parents say that they are happy with the nursery and the care their children receive. They are given feedback at the end of each day, predominantly about daily routines and personal care. They state that they do not receive guidance on how to extend their children's learning at home. They also express concern about the high turnover of staff and the impact this has on their children's learning.
- The newly appointed manager is ambitious and has plans to make improvements to the quality of the nursery. The leadership team carries out induction sessions for new staff, which include mandatory training. The team holds supervision meetings and monitors staff practice. However, timescales for staff training have lapsed, and staff do not have the necessary support and development to become skilled practitioners.
- Staff are not deployed effectively across the rooms, and they do not routinely engage with children during activities. As a result, children do not achieve as well as they can.
- Although staff keep children safe within the nursery, they do not promote children's understanding of how to keep safe online.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that checks are in place to assess the suitability of staff to work with children. All agency staff receive an induction and understand their role and responsibility with regards to safeguarding. Staff complete child protection training and know the procedures to follow if they have any concerns about a child's welfare. They know the signs and symptoms of abuse and who to report these to. Staff know what to do if they have any concerns about the conduct of a colleague. Staff carry out risk assessments and daily checks to ensure that the nursery remains safe and secure for the children.

What does the setting need to do to improve?

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

	Due date
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ensure that staffing arrangements and deployment consistently meet the needs of all children.	21/11/2021
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To further improve the quality of the early years provision, the provider should:

- find ways to encourage all parents to be involved in their children's learning
- monitor practitioners' practice and training effectively to improve their knowledge and skills
- teach children to understand how to keep safe online.

Setting details

Unique reference number	2616978
Local authority	Croydon
Inspection number	10197372
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	0 to 4
Total number of places	67
Number of children on roll	64
Name of registered person	Woodcote Day Nursery Limited
Registered person unique reference number	2616979
Telephone number	02086600088
Date of previous inspection	Not applicable

Information about this early years setting

Woodcote Day Nursery registered in 2007. The nursery re-registered with a new provider in December 2020. The nursery is open from 7.30am to 6.30pm, from Monday to Friday, all year round. The nursery receives funding for the provision of free early education for three- and four-year-old children. There are currently 18 members of staff, 16 of whom work with children. Of these, 11 have relevant childcare qualifications ranging from level 2 to level 3.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector carried out a learning walk with the manager and discussed the curriculum and what they want children to learn.
- Staff, children and parents were spoken to by the inspector at appropriate times during the inspection.
- Relevant documentation was sampled by the inspector, who then held discussions with the managers.
- The manager and the inspector carried out a joint observation and discussed how well children learn.
- The inspector observed interactions between staff and 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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