

Inspection of Witty Kiddies Sydenham

Sydenham Lawn Tennis Club, Lawrie Park Road, London SE26 6ET

Inspection date: 6 December 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are significantly compromised. The manager does not effectively implement policy and procedures for the safe recruitment and induction of staff. As a result, children receive care from staff members who have not had their suitability checked. Babies and the youngest children do not receive sufficient support for their emotional needs, particularly those who are new to the setting. Information is gathered from parents when their children start, however, staff do not use this to ensure they understand the needs of these children. As such, babies are left to cry for extended periods because staff do not know how best to comfort them.

Children who are the most confident and draw the attention of staff receive the most support. The staff engage in their play and provide them with some extensions to their learning. For example, when building towers, staff talk about how they can make it taller. In contrast to this, children who do not actively draw staff attention, receive no interaction from them for long periods of time.

Despite this, children, generally, behave well, and some have formed positive relationships with staff.

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

- The curriculum provided for children is weak. The manager understands what she intends children to learn during their time at the setting, however, this is not followed through by staff. Staff working with babies have very limited understanding of these children's individual learning and development needs. This means they are unable to provide a learning environment or purposeful activities that supports learning and development of the youngest children.
- The key-person system, particularly for younger children, is ineffective. Staff do not share information with each other that enables them to understand the care and learning needs of the children. For example, when a key person is absent, remaining staff do not have the knowledge or understanding of children to ensure they can comfort them or provide meaningful play opportunities.
- Children who may have special educational needs and/or disabilities (SEND) are not supported well enough. The manager and staff have some understanding of their needs and how to meet them, however, this does not happen in practice. Staff recognise that children enjoy activities, where they can explore different textures. Activities are provided for this, yet staff do not interact with children and leave them at the activity for excessive lengths of time. As such, children with SEND do not receive the targeted support that staff and the manager know they require.
- Support for most children's communication and language development is weak.

Especially for children who have English as an additional language (EAL). Staff do not promote children's speaking skills well enough, nor do they role model language to children with EAL. For example, during nappy changes for these children, staff expect the children to lay still and hold onto books. They do not use any language or gestures with the children to promote their communication and language development, or to understand what is currently happening to them.

- Staff do not pay close enough attention to children when using the nappy changing units. They become distracted by what is happening around them and regularly shift their attention away from children whose nappy they are changing. Children wave around resources they have been given, resulting in them rolling around on the changing unit. This poses a significant risk of children falling and suffering an injury.
- Children's safety is placed at further risk because the learning environment is not thoroughly risk assessed. In the garden, the artificial grass is not appropriately fastened down, causing a high number of trip hazards. As children ride scooters around the garden, the wheels become trapped in the loose edges of the grass, causing them to fall. Inside, the gate between the indoor learning areas is not sufficiently secured, as such it regularly comes loose and has to be removed. This exposes children to risk of injury because the gate is propped against other equipment and falls over when children move past it.
- The manager has not recognised the weaknesses in staff performance; therefore, she has not taken action to improve this. The manager discusses that staff receive regular guidance and training for their professional development. For instance, working with children with SEND and EAL and working with babies. The manager is unaware that development opportunities provided have been insufficient in developing staff practice.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not all have sufficient knowledge and understanding of safeguarding and child protection. The manager allows staff who have not had an appropriate induction to the setting's safeguarding procedures to work with children. Some staff are able to recognise when children are at risk of abuse and how to report this. Whereas, other staff do not know about making referrals to the local authority in the absence of their manager. Staff lack the knowledge of how to keep children safe. They do not effectively risk assess the learning environment. This means they are ill-equipped to teach children how to keep themselves safe in the setting. In addition, some staff demonstrate unsafe practice when changing children's nappies at the changing unit, putting children at further risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure procedures for safer staff recruitment are followed	20/01/2022
improve staff knowledge of their roles and responsibilities, including their understanding of safeguarding practises and how to keep children safe	20/01/2022
ensure children are appropriately supervised, with particular regard to when using nappy changing units	20/01/2022
implement effective procedures for recognising risks to children in the learning environment	20/01/2022
put in place an effective system to identify and remove risk in the environment	20/01/2022
improve the key-person system to ensure that children's needs are met in the absence of their key person	20/01/2022
ensure that children with special educational needs and/or disabilities and children who speak English as an additional language receive equal learning and development opportunities as all other children.	20/01/2022

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

	Due date
ensure staff have enough understanding of children's learning and development needs to be able to plan purposeful opportunities for all children	20/01/2022

improve staff teaching to ensure that all children receive quality interactions and experiences that effectively support their communication and language development.	20/01/2022
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Setting details

Unique reference number	EY535903
Local authority	Bromley
Inspection number	10213692
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	28
Number of children on roll	38
Name of registered person	Witty Kiddies Nurseries Ltd
Registered person unique reference number	RP901013
Telephone number	07496085723
Date of previous inspection	2 February 2018

Information about this early years setting

Witty Kiddies Sydenham registered in 2016. It is situated in Sydenham in the London Borough of Bromley. The setting opens 8am to 6pm from Monday to Friday, for 50 weeks over the year. The setting is closed in the last week of August, and over the Christmas period. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The provider employs four members of staff. Of these, three hold appropriate childcare qualifications.

Information about this inspection

Inspector

Danny Lydon

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 the evaluation of the provider.
- The manager and inspector completed a learning walk together.
- The inspector observed staff and children at play, speaking to staff at appropriate times.
- Children spoke to the inspector about their experiences at the setting.
- The manager and inspector held a leadership discussion and reviewed documents relevant to the inspection process.

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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