

Inspection of Purple Jay Nursery Peckham Rye

34 Waveney Avenue, London SE15 3UE

Inspection date: 27 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happily and separate from their parents with ease. Staff ensure that children feel safe and secure. They develop positive relationships with children. Children become independent learners. For example, in the baby room, children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. By the time children are ready to start school, they have the skills which they need. For instance, older children enjoy carrying out small tasks at snack time and serve themselves at mealtimes. Children make choices in their play and learning. This helps to develop children's confidence.

Staff have high expectations for all children. Children are curious and motivated to learn. They thoroughly engage in a variety of good learning opportunities. Children's behaviour is supported well across the setting. Staff consistently praise children for their efforts, achievements and positive behaviours. Children develop high levels of self-esteem, as well as positive attitudes to their learning. Younger children have strong bonds with their key person. Older children seek staff out to show their accomplishments and share their ideas. All children confidently approach staff for comfort and reassurance and settle quickly in their attentive care.

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

- The manager and staff have ambitious expectations for all children. Staff support children with special educational needs and/or disabilities well. They work alongside other agencies involved in children's care and learning. Staff use the information that they obtain from parents in the beginning to plan for what children need to learn next. They analyse what children already know and identify what they need to learn next. As a result, all children make consistently good progress from their starting points in learning.
- The manager and staff recognise the impact that the COVID-19 pandemic has had on some children's social and emotional development. They support children to develop their social interactions. For instance, staff engage with children at their own level as they join in their play. Staff are sensitive to children's needs and explain to them what is happening and why.
- Staff act as good role models to children. They listen when children talk and value what they say. Older children confidently hold conversations and describe past events. For example, they excitedly explain to the inspector what they know about sharks and orcas. Children become confident talkers.
- Staff ask children questions as they play alongside them. However, they do not consistently ask children questions that allow them to become critical thinkers. While staff are enthusiastic and engage with children, this does not give children

opportunities to think for themselves.

- All children enjoy regular access to the nursery's large garden. They have fun exploring a range of activities and practise their physical skills. For instance, babies enjoy singing and exploring sounds with musical instruments. Toddlers excitedly play peekaboo under a large sheet with staff. Pre-school children enjoy yoga sessions to start their day.
- Staff plan good routines in the nursery to support children to understand what comes next. Children's transitions between rooms are smooth. However, staff do not plan transitions between activities, particularly in the pre-school room, as effectively. For example, children wait for long periods as staff organise what is happening after snack and mealtimes. Therefore, children become restless and are not fully engaged in their learning.
- Partnerships with parents are strong. They are happy with the information which they receive from staff and the progress that their children make. Parents state that they appreciate the range of activities that their children experience. They comment that their children have fun in their learning. Parents comment on the support from the staff for their whole families' well-being.
- Staff are professionally qualified. They speak enthusiastically about their roles and say that they feel valued and supported by the manager. Staff are well supervised and meet regularly with the manager to discuss their professional development. They receive guidance and training to help them improve their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They have a secure understanding of the correct procedure to follow if they have concerns about a child. Staff have a good understanding of broader safeguarding issues. The manager uses robust recruitment, induction and ongoing supervision procedures to ensure that all staff are suitable to work with children. Staff are vigilant about safety and put in place a range of procedures to help to keep children safe.

What does the setting need to do to improve?

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

- support staff to develop different questioning techniques to encourage children to think more critically and therefore extend their learning further
- plan transitions during the day more effectively so that children are engaged in their learning at all times.

Setting details

Unique reference number	EY440780
Local authority	Southwark
Inspection number	10219764
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	0 to 4
Total number of places	42
Number of children on roll	49
Name of registered person	Purple Jay Ltd
Registered person unique reference number	RP902373
Telephone number	02072775951
Date of previous inspection	2 August 2016

Information about this early years setting

Purple Jay Nursery Peckham Rye registered in 2012. The nursery operates throughout the year from 7.30am to 6.30pm, Monday to Friday. It provides early funded education for children aged three and four years. The nursery employs 13 staff, including a chef. Of these, the manager holds a qualification at level 7, one member of staff holds a qualification at level 4, four staff have qualifications at level 3, and two staff have qualifications at level 2 and four staff are unqualified.

Information about this inspection

Inspector

Tracey Murphy

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector and manager completed a joint observation of an activity and observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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