

Inspection of Birdhurst Day Nursery

40 South Park Hill Road, SOUTH CROYDON, Surrey CR2 7DU

Inspection date: 27 January 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle well in the setting. Staff create a welcoming environment that supports children to feel safe and secure. Children's personal needs are consistently met. However, the quality of education that children receive is variable. Staff understanding of children's learning and development is not detailed enough. This means that staff are not able to meet the individual learning needs of all children consistently, including those who receive additional funding.

Children generally behave well. However, they receive mixed messages from staff about the expectations for their behaviour. For example, when children try to involve themselves in activities, the children who are already playing learn the importance of allowing others to join in. However, the children joining the activity do not learn about how it makes other children feel when they take over the activities and resources.

Children are beginning to learn about how to manage their own risk in their play. For instance, they are careful when using the trampoline or climbing and sliding on the large ship structure in the garden. However, when children run around the garden with large sand tools and equipment in their hands, staff fail to help them learn about the possible risks.

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

- Leadership and management of the setting are inconsistent because there is no manager or deputy manager in place. The board of trustees has some oversight of the setting, but this is not yet effective enough to ensure children receive high-quality learning and development opportunities.
- The curriculum for the children is not ambitious. Staff focus activities on topical themes such as 'Chinese New Year' and 'Valentine's Day'. They do not consistently demonstrate enough understanding of how to meet children's individual learning and development targets. Furthermore, individual activities are not varied or adapted enough to provide challenge for the range of children taking part.
- Opportunities for children to make independent choices in their activities are sometimes restricted. At times, staff limit the resources that are available. For example, pre-school children take part in a collage activity to create their own patchwork elephant. However, staff pre-cut the elephant shape and collage pieces. This means that children do not have the opportunity to develop skill in using scissors and are not able to make decisions about the size and shape of collage materials they use.
- Older children have a wide range of opportunities to develop their large-muscle skills. However, when leading creative and mark-making experiences, staff do

not consistently recognise the benefits these have on children's smaller muscle movements and pre-writing skills.

- In the baby room, staff plan to focus on developing children's confidence and abilities in learning to walk. However, they do not show awareness of how to support this fully. For example, staff do not encourage children to stand at table-top activities to support the development of their core muscles for balance and strength.
- Children mostly have a positive attitude towards their learning. Staff use consistent praise for children's efforts. This encourages children to keep trying, even when challenges occur. However, there are times when staff ask children about their play but then turn their attention elsewhere, before children have been able to provide them with an answer.
- There are occasions when staff prioritise organisational tasks over supporting children's learning and development. For example, staff do not engage with children in role play to extend their imaginative thinking because they are sorting trays of resources with their backs to the children.
- Staff do not receive the support, coaching or mentoring they need to enable them to be fully successful in their roles. Staff supervision arrangements are not in place. As a result, staff lack the knowledge and understanding of the early years foundation stage that they need to support children's learning. Staff well-being is not supported well enough.

Safeguarding

The arrangements for safeguarding are effective.

While there is no manager in place at the setting, there is someone who takes the lead for safeguarding. Staff and members of the board of trustees have a secure understanding of when children are or may be at risk of abuse. They know how to record and report their concerns to keep children safe. Staff understand a wide range of safeguarding issues, including when children may be exposed or drawn into extreme views or behaviours. There are effective systems in place for the safe recruitment of staff. This ensures that all those working in the setting are suitable.

What does the setting need to do to improve?

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

	Due date
appoint a suitable manager and ensure that there is a named deputy manager in place to take charge when the manager is absent	11/03/2022

implement effective supervision arrangements to provide staff with the support, coaching and mentoring they need and to promote the interests of children	11/03/2022
ensure that staff consider the individual needs, interests and development of children so they are able to provide challenging and enjoyable experiences.	11/03/2022

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

- support further the children's understanding of risk and how to play safely during their everyday activities
- consider how staff teach children to understand the impact of their actions on the feelings of others to support their overall behaviour.

Setting details

Unique reference number	EY411750
Local authority	Croydon
Inspection number	10220744
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	1 to 4
Total number of places	56
Number of children on roll	84
Name of registered person	Christian Family Concern
Registered person unique reference number	RP518882
Telephone number	02086813187
Date of previous inspection	10 February 2017

Information about this early years setting

Birdhurst Day Nursery registered in 2010. It is in South Croydon, Surrey. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. The setting receives funding for free early years education for children aged two, three and four years. A total of 20 staff work directly with the children. Of these, 15 hold relevant qualifications. One member of staff holds qualified teacher status.

Information about this inspection

Inspector

Danny Lydon

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.
- A learning walk was completed with a senior member of staff in the setting.
- The inspector observed staff and children at play and spoke with staff at appropriate times throughout the inspection.
- Staff shared their views with the inspector about the support they receive for their development and well-being.
- A meeting was held between the inspector and members of the board of trustees to discuss the leadership and management of the setting.
- The inspector provided opportunities for parents to share their views.
- Documents relevant to the inspection were reviewed.

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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