

Inspection of Pinfold Road Day Nursery and Preschool Ltd

4 Pinfold Road, London, Surrey SW16 2SN

Inspection date:

10 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children happily arrive at the nursery and are welcomed by warm and friendly staff. Children feel safe and behave well. They respond positively and swiftly to staff's expectations. For example, when told only three children are able to be at the builder's tray at one time, they happily move to another activity.

Overall, staff interactions are positive across the setting and children are spoken to calmly. However, not all staff use consistent strategies with young children and babies to support their developing communication and language skills. In the baby room, interactions are weak with limited use of vocabulary. In addition, support for children with special educational needs and/or disabilities is not robust enough to help them make the progress that they are capable of.

Older children enjoy learning new languages, such as Spanish. This also enhances learning for those children for whom Spanish is their home language. They join in enthusiastically and are focused. They sing and dance happily to Spanish songs.

Children are, generally, engaged and keen to learn. Older children participate in number recognition activities and are introduced to phonics and name writing in preparation for school. They explore mud and insects in the builder's tray and solve jigsaw puzzles. Younger children explore paint and learn colour names, they build with large blocks, using their imagination to create familiar objects.

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

- Staff deployment is not always effective. The manager does not ensure that staffing arrangements meet the needs of children at all times, particularly in the toddler room. For instance, during nappy changing routines, children are left unattended for a short period of time, without activities to keep them engaged and extend their learning.
- The quality of education is variable, specifically, staff interactions with younger children and babies. Staff working with the youngest children do not interact effectively with them. They do not always provide learning experiences that suit children's ages and stages of development and use limited vocabulary during activities. For example, they expect babies who are not yet verbal to identify colours and pictures on cards. As a result, babies are not making sufficiently good progress in their communication and language development.
- Children receive healthy and nutritious food at snack and mealtimes. Staff discuss the importance of healthy eating with the children.
- Staff support children's emotional development well. They have formed secure bonds with the children. For example, they comfort the babies and give them cuddles of reassurance when they become distressed. Staff working with the

older children offer regular praise and encouragement to boost their self-esteem. In addition, they give clear rules and expectations for behaviour and encourage children to share and take turns. This contributes positively to the way children behave.

- Children have regular opportunities for outside play and fresh air. They enjoy climbing a slide, riding tricycles and scooters and balancing on rubber tyres in the good sized garden, to help their physical development.
- The staff team works closely with parents. They share regular updates, photos, observations, and assessments of children via an online application to keep parents informed. Parents speak positively about the setting and are happy with the level of communication and the personalised care and attention their children receive.
- The manager gathers the views of staff, children and other early years specialists to help her identify areas to improve. However, her self-evaluation systems are not fully effective, to precisely identify weaker areas of the provision and ensure better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities in keeping children safe. All staff complete safeguarding training including the 'Prevent' duty. Staff can identify signs and symptoms and are fully aware of their responsibilities and the procedures they should follow if they are concerned about a child's safety. The manager and staff use risk assessment well to remove any potential hazards in the play areas, to help keep children safe. The provider follows appropriate vetting procedures to ensure staff working with children 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
ensure staff are deployed effectively to meet children's needs at all times, particularly during nappy changing times in the toddler room	31/03/2022
develop staff's understanding of how to interact effectively with younger children and babies, to help keep them meaningfully engaged and make good progress in their communication and language development.	30/09/2022

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

- improve support arrangements in place to help children with special educational needs and/or disabilities to make better progress in their learning and development
- use self-evaluation more effectively to identify areas to improve to help ensure better outcomes for children.

Setting details

Unique reference number	EY555649
Local authority	Lambeth
Inspection number	10190378
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Pinfold Road Day Nursery and Preschool Ltd
Registered person unique reference number	RP555648
Telephone number	02087690183
Date of previous inspection	Not applicable

Information about this early years setting

Pinfold Road Day Nursery and Preschool Ltd registered on 25th May 2018. It is based in Streatham in the London Borough of Lambeth. The setting is open for 51 weeks of the year from 8am to 6pm.

There are nine members of staff. Seven staff are qualified to level 3 and two hold a level 2 qualification. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nicky McDougal

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 and inspector completed a learning walk together of all areas of the nursery and discussed the curriculum and what they want the children to learn.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation with the manager and held discussions about staff's teaching and impact on children's learning.
- Some parents shared their views of the setting with the inspector.
- 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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