

Inspection of Purple Willows Nuxley Village

2 Erith Road, Belvedere, Kent DA17 6EZ

Inspection date:

28 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

Young children form secure attachments with their key person and settle well on arrival. Older children form friendships with their peers and are keen to share role play experiences with them. Toddlers show familiarity with the environment and independently select resources for their play.

Babies are confident to touch, feel and observe different resources in the 'sensory room'. Staff ensure the environment is safe and organised to support young children's free movement during these activities. Toddlers learn to take appropriate risks. For example, they show excitement as they learn to jump off a small log in the garden.

Children learn about different cultures and traditions, for instance through seasonal celebrations, including those that are unique to their families. However, children who speak English as an additional language do not have consistent opportunities to use their home language in their play and learning.

Children who need additional support to manage their behaviour do not always develop a consistent understanding of what is acceptable. Although staff know the children well, they lack the skills to manage the behaviour at an early stage. As a result, on some occasions, children repeat the behaviour before it is managed.

Leaders and managers aim to achieve good outcomes for all children. However, they do not ensure that staff practice is consistently strong to achieve the aims of the curriculum in all areas of children's learning.

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

- Members of the management team provide specific training for staff to meet individual children's needs, for instance in relation to behaviour management. However, they do not monitor staff practice well to ensure training is effective. As a result, some children do not have consistent opportunities to make good progress in some areas of their learning and development. Self-evaluation is not fully effective to identify and address all weaknesses in practice.
- Staff do not implement some activities effectively to achieve desired outcomes for children. For instance, although there was some good discussion about dental hygiene during a planned activity for older children, it was not stimulating enough to sustain their engagement.
- Members of the management team take account of children's backgrounds to plan an inclusive curriculum that helps to meet their needs. For example, they know that some toddlers do not have the opportunity to use the stairs at home, and they plan ways to increase opportunities for them to practise these skills at

the setting. However, staff have not considered ways to increase opportunities for children to use their home language in play and learning.

- Parents provide positive feedback stating that the management team takes account of their views to plan for improvements. After the previous restrictions during the COVID-19 pandemic, the team has now increased opportunities for parents to visit the setting, for instance to read stories to the children.
- Leaders and managers share information effectively with parents and professionals to plan for children with special educational needs and/or disabilities. Staff know the children well. Children who need support to focus during activities learn to concentrate for some time, as they count a set of their favourite play resources. They build on their early mathematical skills, for instance as they learn to say number names in order and touch one object at a time as they count.
- Older children confidently use suitable vocabulary to describe their experiences. For example, they put a shell to their ear and say, 'I hear the sea'. Staff question children well to encourage conversation, and children say, 'It looks like a snail', referring to the patterns on the shell.
- Children develop a love for books and staff promote their participation in story time. However, at times, these activities are disrupted as staff do not deal efficiently with some behaviour issues that arise.
- Members of the management team monitor the use of funding to increase support for individual children. For instance, they take account of children's interests in interactive electronic resources and increase learning opportunities to stimulate their interest.
- Staff ensure that individual children's dietary needs are met. Overall, they plan healthy meals and continue to consider ways to further strengthen the provision for all children, particularly those who attend only one session during the day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have taken appropriate steps to improve their knowledge of safeguarding, particularly the procedures to follow in the event of an allegation. They understand their responsibility to inform Ofsted in line with the requirements of the early years foundation stage. Staff understand how to identify concerns for children's welfare and have up-to-date knowledge of safeguarding issues such as child abuse linked to faith or belief, extreme views and risks children may be exposed to online. Leaders have developed appropriate procedures for the safe administration of medication to children and work in partnership with parents in this regard. Staff complete regular risk assessments and adopt good hygiene practices to ensure children's health and safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|-----------------|
| improve staff skills to ensure that teaching is consistently good and that all staff have the knowledge and skills to carry out their roles and responsibilities effectively, including behaviour management | 18/05/2022 |
| ensure that planning is implemented effectively to consistently motivate children's engagement during activities and to fully support all groups of children to make swift progress from their starting points. | 18/05/2022 |

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

- increase opportunities for children to develop and speak their home language in play and learning.

Setting details

| | |
|--|---|
| Unique reference number | 2555602 |
| Local authority | Bexley |
| Inspection number | 10230361 |
| 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 | 95 |
| Number of children on roll | 101 |
| Name of registered person | Purple Willows Ltd |
| Registered person unique reference number | RP553217 |
| Telephone number | 07970401807 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Purple Willows Nuxley Village registered in 2019 and is located in the London Borough of Bexley. It operates Monday to Friday from 7.30am to 6pm for most of the year. There are 19 members of staff who work at the setting. Of these, two hold qualifications at level 5, seven hold level 3 and two hold level 2. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Geetha Ramesh

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 deputy managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with staff, parents and children at appropriate times and took account of their views.
- The special educational needs coordinator and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation, including evidence of staff suitability, and had discussions with leaders and managers at appropriate times
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
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