

Inspection of Quaggy Nursery @ Parkside

Parkside Avenue, Lewisham, London SE10 8FN

Inspection date: 28 June 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play happily with accessible and attractive resources that reflect their interests and ideas. Those children who have recently started quickly settle into nursery routines and socialise well with their friends. Children form close relationships with staff. They snuggle into staff's laps and discuss different creatures as they explore nature books together. Children are emotionally well-prepared for change. Older children look forward to their moves to school. They join focused sessions that help them to understand more about school routines and expectations in their next stages in learning. Children are encouraged to develop their independence well.

Children have frequent opportunities to exercise and play in fresh air. They use their bodies well and persist at challenging tasks. For example, they learn how to balance and move around on stilts. Children take part in enjoyable activities that help them to explore nature, such as bug hunts. Children begin to understand how to look after the environment. They plant, grow and eat what they harvest. Some children are involved in accredited sustainability schemes.

Children interact with each other and with staff in positive ways. They learn new words, hold back-and-forth conversations and show that they are confident communicators. Children make choices about what to do and express their ideas well. They have good opportunities to practise the skills and attitudes that they need for future learning.

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

- Leaders have worked hard to successfully address previously identified areas for improvement. They are ambitious for children and their families. Leaders monitor and review the impact of the changes that they make. For example, staff accurately assess children's learning and consider children's interests and ideas as they plan activities. This has contributed to increased levels of children's engagement in learning.
- Leaders support staff effectively, overall. Staff receive support to gain recognised qualifications and develop their professional practice. For instance, staff complete training that helps them to understand how to better support children with special educational needs. Leaders involve staff in their arrangements for evaluating the nursery. They help staff to implement a new approach to activity planning effectively. Very occasionally, some children do not receive the modified teaching they need from staff to interact and fully engage in learning. Despite this, children progress well from their starting points in learning.
- Staff support children to communicate and interact with others. They quickly

identify and address possible gaps in children's language development. Staff speak with children about what they do. They introduce children to new vocabulary, for example, during discussions about animals and sea life. Children learn words such as 'camouflage', 'scaly' and 'webbed' as they look at illustrations. Children who speak languages other than English at home quickly begin to acquire and develop their English-speaking skills.

- Staff support children to socialise and behave well. Children giggle and laugh together as they search for staff during hiding games. Children, including those who need additional support with their learning, listen to staff and pay attention well during small-group activities. Children show emotional resilience. For example, they calmly rebuild towers that their friends accidentally knock down.
- Staff meet the personal care needs of children effectively. They encourage children to develop healthy hygiene habits and implement flexible routines. Children use good manners. They develop independence, for example, as they serve themselves during mealtimes. Staff regularly share information about children's experiences with their parents. This shared approach also contributes to successful toilet training and consistency of care.
- Staff provide enjoyable activities that support children's early literacy. Children paint, make marks and draw using a range of materials. They use clipboards and charts during bug hunts. Children recognise pictures and text and confidently indicate what they find. Staff encourage children to recognise their names as they self-register or look for place mats. Children show their interest in books. They freely choose from a broad range of literature, turning pages and looking closely at illustrations.
- Leaders are aware of the impact that the COVID-19 pandemic may have had on children and families. They make good use of targeted funding. For example, children's outdoor experiences are enhanced by a gardener and visits to an allotment. Children's emotional well-being is further supported through the use of music therapy. Opportunities for children to recognise, value and share their languages, backgrounds and traditions are less well planned.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are alert to factors that may affect the safety and welfare of children, such as exposure to extreme views, domestic abuse, female genital mutilation or substance misuse. Leaders use their links with external organisations to identify and access appropriate support for children and their families. They follow child protection procedures effectively and work well with relevant agencies to keep children safe. Leaders and staff update their safeguarding knowledge. They know how to respond if they are concerned that children may be at risk of abuse or harm. Staff are confident to respond if they have concerns about a colleague. They manage accidents effectively and maintain accurate records of children's personal care and attendance.

What does the setting need to do to improve?

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

- enhance support for staff further so that they differentiate teaching for individual children more consistently during activities
- expand opportunities for children to recognise, value and share their languages, backgrounds and traditions.

Setting details

Unique reference number	EY544729
Local authority	Lewisham
Inspection number	10204913
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	2 to 4
Total number of places	40
Number of children on roll	17
Name of registered person	Quaggy Development Trust
Registered person unique reference number	RP909078
Telephone number	0208 691 0557
Date of previous inspection	8 July 2021

Information about this early years setting

Quaggy Nursery @ Parkside registered in 2017 and is owned by the Quaggy Development Trust. It operates for 48 weeks in a year. The nursery opens Monday to Friday, from 8am to 6pm. It has four members of staff, of whom two hold childcare qualifications at level 3 and one holds a qualification at level 2. The provider receives funding to provide early education places for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning and engagement.
- Senior leaders met with the inspector. Discussions included confirmation of trustees associated with the nursery, arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, relevant policies, children's records and evidence of staff's professional development.
- The inspector spoke with staff and children at appropriate times.

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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