

Inspection of Mini Willows Day Nursery

93 Whitehorse Lane, London, Surrey SE25 6RA

Inspection date:

13 July 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 enjoy their time at the nursery. They arrive happy and settle quickly to a variety of activities inside and outside. Children demonstrate secure attachments. For example, babies freely go to staff when they arrive. They enjoy cuddles from familiar staff. Toddlers and pre-school children confidently involve unfamiliar adults in their play.

Children do not have consistently challenging experiences. Their activities are not clearly focused as staff are not always clear what they want children to learn. Staff identify gaps in children's learning and provide support to children with special educational needs and/or disabilities (SEND). However, staff do not consider ways to encourage children to develop their home language or learn about different cultures and communities. The managers spends time in each room to support staff. However, weaknesses in the leadership and management of the setting have an impact on staff practice.

Children's behaviour is variable across the nursery. For instance, children follow the transitions from one activity to another well. They understand when they need to come inside from the garden. Children show kindness and respect to others. However, toddlers do not follow instructions during snack time, and they bang their bowls on the table. Pre-school children do not respond quickly when reminded how to keep safe. Some children climb inappropriately on equipment in the pre-school room. Staff do not have high enough expectations for all children.

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

- Staff do not consistently consider children's needs, interests or stages of development when planning activities. For example, pre-school children become bored and struggle to concentrate when activities such as circle time are not planned at appropriate times. All children have access to a well-resourced garden. However, some children are not engaged in their play. Staff do not adapt activities or resources to ensure they are challenging.
- Children benefit from healthy snacks and meals. However, toddlers struggle to pour water from jugs and serve themselves with tongs which are too heavy and large. Staff sometimes do tasks which older children can do for themselves. For instance, pre-school children are not encouraged to manage their shoes. They do not have the opportunity to be independent during snack times and mealtimes. Therefore, children do not develop their independence and fine motor skills. This would help them be ready for the next stage of their learning.
- Staff listen to children and often interact with them as they play. For instance, during snack time pre-school children talk about where milk comes from. They say that 'yogurt and cheese also come from cows'. Children are learning about

the wider world.

- The manager has an overview of the curriculum and knows what she wants children to achieve. However, not all staff are clear on the learning intention for activities. In addition, resources such as books and dressing-up clothes are not displayed in an attractive or accessible way. As a result, the quality of teaching is variable, and children's experiences are not consistent throughout the setting. This means that staff are not able to meet the individual learning needs of all children consistently, including those who receive additional funding.
- The manager supports staff's well-being. Although she provides some training during training days, she has not identified gaps in staff knowledge quickly enough to develop staff practice and raise the standard of teaching. As a result, children's behaviour is variable. For instance, staff talk about packing away but on the whole children do not get involved. Children do not always know what is expected of them.
- The managers work closely with the parents. They organise a 'meet up' with parents to gather feedback and share information about the setting's curriculum. Parents speak highly of the nursery. New parents appreciate the information gathered before their babies start. They comment on how well staff have accommodated their individual dietary needs. Parents enjoy receiving daily information from staff about children's learning on the online app.
- Staff engage with children and provide some good-quality interactions, such as talking to them and asking questions. However, they do not have a good enough understanding of how to support children who speak English as an additional language. This does not fully encourage children to develop their home language alongside English. In addition, children do not have the opportunity to learn about different cultures and communities, or see themselves reflected in resources and activities.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows a robust procedure when recruiting new staff to ensure that staff working with children are suitable. The manager and staff have good knowledge and understanding of safeguarding issues. They understand and recognise the signs and symptoms of child abuse. Staff know the signs that could suggest a child is at risk of being exposed to extreme views and behaviours. The designated safeguarding leads attend training to support their role. Staff know about the children's allergies and cater to children's individual dietary needs, to help keep children healthy and safe.

What does the setting need to do to improve?

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

	Due date
improve support for teaching skills so that staff provide challenging learning experiences that take account of children's individual needs learning needs and help them to make better progress in their learning	18/07/2022
support staff to understand how to manage children's behaviour in an appropriate way at all times.	18/07/2022

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

- strengthen the curriculum so that children have opportunities to develop positive social skills and have access to resources that allow them to build on their independence
- provide children with opportunities to develop their home language and learn about the similarities and differences in other cultures and in our wider communities.

Setting details

Unique reference number	2498915
Local authority	Croydon
Inspection number	10191610
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	0 to 4
Total number of places	59
Number of children on roll	59
Name of registered person	BK Childcare Limited
Registered person unique reference number	2498914
Telephone number	07940290029
Date of previous inspection	Not applicable

Information about this early years setting

Mini Willows Day Nursery in South Norwood registered in 2019. It is located in the London Borough of Croydon. There are 10 staff who hold relevant childcare qualifications at levels 2 and 3 as well as unqualified staff. The nursery is open from 7.30am to 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Angela Colman

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 talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector held a meeting with the nursery manager.
- The inspector looked at relevant documentation, such as evidence of first aid certificates and the safeguarding policy.
- The inspector spoke to parents at inspection and took account of their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has 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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