

Inspection of Violet Daycare - Bexley Road

33a Bexley Road, Erith, Kent DA8 1SH

Inspection date:

10 August 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are confident and secure in the nursery and make independent choices. Staff are caring towards the children and treat them respectfully. Older children gain sufficient skills for their next stage in learning, including school. Children are well behaved and enjoy their time at the nursery. Younger babies move freely and begin to stand up and explore the environment around them. They enjoy singing activities, and reach out for resources in the playroom. Staff use props at story time, which helps support children to think and and show emotions. However, at times, younger babies are not given opportunities to fully engage and move on with their learning. The range of activities for younger babies is limited; they become bored and show a lack of engagement as the environment is not well organised and resourced. Staff do not always motivate, engage and support younger children, or give them direct teaching or guided learning.

Staff support children's health sufficiently and children learn about hygiene routines. Older children learn about responsibility, helping to tidy away resources in readiness to play outside. The older children enjoy making play dough, and follow instructions well. They listen and take turns, and enjoy moulding shapes with the completed play dough. Older children create patterns during messy play, and are eager to show off their creations.

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

- The provider has made some improvements since the last inspection. For example, by working with external agencies to support children with additional needs. However, this is not consistent, and swift action has not been taken for all children who shows signs that they are falling behind in their development.
- Staff have not completed all children's progress checks at age two, which means they have not worked with parents to share their child's progress in the prime areas. They have not shared the child's strengths or where there are significant concerns. Therefore, they have not developed a targeted plan to support children who may need extra support.
- Staff communicate effectively with parents about their child's day. They give parents feedback about daily routines, such as what children have eaten and how long they have slept. Parents speak positively about staff and the relationships they have with their children.
- The provider has clear intent for children's learning; however, this is not always implemented and sequenced well by staff through their interactions with children. The provider has identified some aspects of staff practice to improve upon. For example, she has worked with staff to develop their understanding of the curriculum. However, progress has been slow, and some staff are not fully engaging in dialogue with children, to fully support their learning. Some staff do

not always model language well with the younger babies, or encourage children to explore their thoughts or use new words.

- Children are given effective opportunities to move throughout the day. They take part in risky play outside as they climb and use apparatus well. Children walk, run and climb stairs, they also enjoy trips out into the local area.
- Staff support children to develop some literacy skills. For instance, children enjoy using their fingers to make marks in shaving foam. They handle books and listen to stories, and have access to pens and pencils.
- Staff help children sufficiently to understand mathematics in every-day play. For example, they use language of size and number during play and activities.
- Staff support children to learn about the wider world. For example, children learn about differences through being respectful toward each other. Staff celebrate important festivals to help children learn about each other's cultures and beliefs. All children are encouraged to take part in activities.
- Staff support children to work together and negotiate. For instance, children pass each other building bricks to construct a train track, which helps support developing social skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have attended recent safeguarding training and know what signs may indicate a child is at risk of harm. They have updated their safeguarding knowledge and understand what action to take. They know who to speak to if they have concerns about a child's welfare. They know who the safeguarding lead is in the nursery. They know to notify external agencies. Staff know what procedures to follow if they have concerns about a colleague. They have a sufficient understanding of wider safeguarding concerns and what these could be and the implications on children and families. Staff supervise children well and remove any potential hazards to children.

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 progress checks at age two are completed for every child and shared with parents, and write a short summary of each child's progress in the prime areas	15/09/2022

ensure all staff are responsive to the experiences of young children and babies, so that all children make progress in the prime areas.	15/09/2022
---	------------

Setting details

Unique reference number	2564847
Local authority	Bexley
Inspection number	10204565
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 5
Total number of places	50
Number of children on roll	46
Name of registered person	Violet Daycare Ltd
Registered person unique reference number	2564846
Telephone number	01322341672
Date of previous inspection	27 July 2021

Information about this early years setting

Violet Daycare Bexley Road registered in 2020. It is located in Bexley. The setting operates Monday to Friday, from 7am to 7pm, all year round. The provider employs six members of staff. Of these, three hold appropriate early years qualifications at level 3. The provider receives funding to provide free early education for two-and-three year old children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspector carried out a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with leaders, staff and parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022