

# Inspection of Woodcote Day Nursery Limited

Woodcote Day Nursery, 54 Woodcote Valley Road, Purley CR8 3AJ

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Inspection date:

6 September 2022

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## **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**

All children are warmly welcomed into the nursery by the caring staff. Staff are attentive, as parents share information which supports the smooth hand over. Children are happy and settle well. Young children are quickly comforted when they feel unsettled. Children access fresh air and develop their physical skills throughout the day. They play cooperatively together across the different ages and share their toys. For instance, young children play with older children, taking turns with the vehicles and moving the different road signs around in the garden. Pre-school children work with staff and their friends to find objects around the room which match the alphabet letter written on their bag. All children, including those who receive additional funding, make secure progress in their learning. Children are sociable and behave well.

The new managers and senior leadership team have made changes to the nursery to benefit the children and staff team. However, this is not yet fully embedded in practice. All children thoroughly enjoy the nutritious, freshly cooked meals. For instance, babies confidently feed themselves and are encouraged to identify the different food they are eating. Older children use knives to spread butter on their crackers and help serve at lunchtime. Children develop their independence skills and build on their hand-eye coordination.

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

- Since the last inspection leaders have developed a clear vision for providing high-quality care and learning opportunities for all children. For example, managers have introduced room observations and worked closely with staff to develop a clear curriculum within each room. However, during some adult-led activities, staff do not consider children's individual needs to provide differentiation in line with their ages and stages of development.
- Managers follow robust recruitment procedures for all staff to verify their suitability to work with children. However, they do not ensure that all staff and children are signed in at appropriate times. This compromises the effectiveness of records.
- Managers work closely with parents before children start. For instance, parents complete 'All about me' information regarding their families. Although registration documents are completed, children's records are not easily accessible. In addition, managers do not use the information gathered to support children's cultures and home language. This would help to support children's understanding of equality and diversity.
- Children show interest in the stimulating garden environment. Staff support children to be inquisitive and explore using natural resources, such as mud, twigs and leaves. Children show good levels of concentration. For instance,

young children pour and fill different water containers. Children listen and follow instructions. Their behaviour is good.

- Children learn to take supervised risks in the garden. For instance, young children climb up and down the steps to reach the top level of the garden. They count 1,2,3,4 with adults as they go. This supports their early mathematical skills. Older children have opportunities to climb the outdoor slide and tree. This helps build on their resilience and physical skills. However, when babies are in the garden staff do not ensure that they are always visible in some less-open areas.
- Parents are complimentary about the staff and new managers. They comment on how supportive and caring the staff are and the progress being made within the nursery. However, staff do not consistently share children's next steps with parents. This would help to extend children's learning at home.
- Children laugh together and show great delight as they explore new activities. For instance, toddlers explore what happens when they stamp tubes of paint inside the tough tray. They confidently name colours and share their ideas with their friends and adults. Children develop their mathematical skills.
- Children develop their communication and language skills. Staff interact with children appropriately to promote conversation. For instance, young children are introduced to new words and colours as they paint pictures of chameleons. Pre-school children are eager to talk about toys they have brought from home, such as a 'toolbox.' Staff introduce new words, such as 'spirit level'. This builds on children's vocabulary and prepares them for the next stage of their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has clear structures in place to ensure all staff have up-to-date child protection training. This helps to develop their knowledge. Staff have a secure knowledge of procedures to follow if they have a concern about a child in their care. They understand and recognise the signs and symptoms of child abuse. Staff have a good understanding of safeguarding issues, such as domestic violence and female genital mutilation. Staff carry out risk assessments, indoors and outdoors. Managers ensure that staff are trained in first aid and have a good understanding of how they would manage accidents and emergencies.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure that all documentation and children's records are up to date and easily accessible	12/10/2022
ensure that staff deployment in the garden is effective to keep all children safe.	12/10/2022

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

- ensure the curriculum provides further challenge and differentiation for all children during adult-led activities
- increase opportunities for children to develop an understanding of their diverse community and to use their home language as they play
- share children's appropriate next steps more effectively with parents so that they can better support their children's learning at home.

## Setting details

<b>Unique reference number</b>	2616978
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10217367
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Woodcote Day Nursery Limited
<b>Registered person unique reference number</b>	2616979
<b>Telephone number</b>	02086600088
<b>Date of previous inspection</b>	20 October 2021

## Information about this early years setting

Woodcote Day Nursery registered in 2007. The nursery re-registered with a new provider in December 2020. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery receives funding for the provision of free early education for three- and four-year-old children. There are currently 14 members of staff, 10 of whom have relevant childcare qualifications, ranging from level 2 to level 5.

## 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 and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation together.
- Parents and children shared their views of the setting with the inspector.
- The manager showed the inspector a range of documents, including a copy of a first-aid certificate and evidence of suitability checks.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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