

Inspection of Working Mums Daycare & Pre-school

Sheepcote Lane, Battersea, London SW11 5BW

Inspection date: 8 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are calm, settled and happy at nursery. They arrive for their day ready to learn and are greeted by a friendly, welcoming staff team. Staff prepare interesting and challenging activities, overall. Children have fun and are fully engaged with the experiences on offer. Children are engrossed in messy play, art, role play and reading throughout the day. At times, children sit together to participate in adult-led activities like songs and rhyme time. Other times, children make independent choices about their play with appropriate engagement from staff.

Children enjoy opportunities to play in the nursery garden that staff have organised to make the most of the space available. Children participate fully and show their delight when they play games, like 'What's the Time, Mr Wolf?' Staff organise trips to local parks and playgrounds where children can extend their physical skills and explore the local community. Children listen to staff and follow instructions well, which promotes a positive learning environment. They show respect for one another, staff and nursery resources. Children are keen to learn, and they build respectful relationships with their friends. This prepares children well for the next steps in their learning and eventual move to school.

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

- Children benefit from a rich curriculum in an environment that promotes learning through play. For example, babies enjoy climbing through tunnels and sliding down the slide as they build their physical confidence. In the pre-school, children explore the texture of paint thickened with flour as they explore their early writing skills.
- Leaders have reviewed planning systems to reduce paperwork. Staff say they like how planning revolves around individual children's next steps. This system is utilised effectively in the pre-school and toddler room, however, less so in the baby room. The deputy manager is providing additional support to this room to model and embed good practice and raise the overall quality of education.
- Staff are positive role models for children. They speak to children calmly and explain clearly what is expected of them. Children receive plenty of praise and encouragement and they beam with pride when staff acknowledge their achievements. When children are upset, they seek comfort from familiar staff who provide care and affection.
- Leaders promote equality and diversity in the setting. Staff explore similarities and differences with children through activities, books and discussion. Staff gather copious information about children before they start, and make adaptations if required. This ensures all children, including those with special educational needs and/or disabilities, are settled and supported at the nursery.
- The nursery cook provides a range of healthy, nutritious meals and snacks,

freshly prepared on site. Food preparation areas are kept scrupulously clean and maintained to a high standard. Staff encourage children to serve themselves, use cutlery and eat well. The cook adapts the menu to accommodate allergies, intolerances and preferences.

- Transition arrangements are a key strength in this nursery. Staff prepare children for their move into the next room by giving them plenty of opportunities to visit in advance. This builds children's confidence and helps them to settle into their new environment.
- Staff say there are a range of opportunities available to them through the nursery training and development offer. However, leaders acknowledge that staff do not always get enough guidance to tailor their professional development plan and continuously drive improvement.
- Parents comment that the communication methods used by the nursery are strong. They say that during a recent period of high staff turnover, their key persons kept them informed and updated about changes at the nursery. Parents say this gave them confidence in the leadership of the organisation.
- Although the nursery leaders are relatively new to their roles, they have a clear vision for the provision. They understand how children learn and how to support their learning and development. Staff feel valued and say they have confidence in the leadership team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of child protection. They have the knowledge and understanding they need to identify when a child may be at risk of harm. They understand how to make referrals to the relevant agencies if they have any concerns about children or the conduct of others. Staff conduct daily risk assessments of the premises and maintain high levels of hygiene. All staff hold first-aid certificates to ensure they are able to care for children in the event of an accident. The provider has rigorous recruitment procedures in place to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- continue to develop staff practice in the baby room to support planning for children's individual learning needs
- embed supervision arrangements to precisely identify areas where staff need further training and development.

Setting details

Unique reference number	EY497201
Local authority	Wandsworth
Inspection number	10259393
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	66
Number of children on roll	64
Name of registered person	South West London Nursery Company Limited
Registered person unique reference number	RP904378
Telephone number	02079244204
Date of previous inspection	11 April 2018

Information about this early years setting

Working Mums Daycare & Pre-school registered in 2016. It is located in Battersea, in the London Borough of Wandsworth. The nursery is open each weekday, from 7.30am to 6.30pm, all year round, There are 10 staff, including the manager, six of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Trina Lynskey

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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together with contributions from room leaders. The manager and room leaders shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity and discussed its impact on the children involved.
- The inspector spoke to staff, children and parents at appropriate times throughout the inspection.
- The inspector observed the quality of education and practice, indoors and outdoors, and assessed the impact 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.

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