

Inspection of Poppits Day Nursery

Putney Leisure Centre, Dryburgh Road, London SW15 1BL

Inspection date: 25 October 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured at this setting because leaders and staff do not have a clear understanding of safeguarding and child protection procedures. For example, leaders are not aware of their responsibilities in accordance with the 'Prevent' duty guidance. Staff are also not fully aware of procedures for reporting and managing allegations against other staff. This means that concerns may not be dealt with quickly and appropriately if they arise.

Staff do not successfully teach children right from wrong. For instance, staff do not always challenge children when they do not behave respectfully towards others, such as when a child pushes another over. Children do not learn how to behave safely and how their actions may impact on others. As a result, children are exposed to possible accidents and injury.

Staff do not have consistently high expectations of all children and what they can achieve. They do not always fully understand what they want children to learn from the activities they plan. For example, while children paint Diwali cards that have been pre-cut into the shape of Diwa lamps, staff ask closed questions and do not give children enough time to respond. Children are not challenged to think critically or creatively. As a result, children become disengaged and grow bored during adult-led learning opportunities. Furthermore, children with special educational needs and/or disabilities (SEND) and those with delays in their learning do not always have their development accurately assessed. Therefore, staff do not always know what support children need to aid their development. This negatively impacts the potential progress children can make.

Nonetheless, children are happy to enter this setting and separate well from their carers. They are greeted warmly by staff and form secure attachments. Any new children settle quickly.

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

- Children's health, safety and welfare cannot be assured. Staff do not consistently implement suitable hygiene practices. For instance, they give children bedsheets to use at sleep times that have been used by other children. This puts children at risk of cross-infection and does not help to support their good health and well-being. Staff also fail to teach children how to play and behave safely with others.
- Leaders and staff do not always identify children's additional needs or delays in their learning. Therefore, they are unable to take timely action to ensure children have the correct support they need in their learning and development. As a result, some parents organise referrals independently, without the setting's

help, to access support from other professionals. Furthermore, staff do not always use the advice and guidance given by other professionals to ensure children's individual needs are fully met. As a result, children do not make the progress they are capable of.

- Staff do not consistently plan activities that help children acquire new skills or knowledge. They do not always target learning opportunities for children. This means that sometimes the activities are too challenging for some children while also being insufficiently ambitious for others. As a result, children are disinterested or lose interest quickly. This does not help children to develop a positive attitude to learning.
- Children have suitable opportunities to develop their independence. For example, they serve their own food at mealtimes and are encouraged to hang up their bags and coats and take off their own shoes. This helps children to learn how to manage their personal needs. Staff are warm and caring, showing respect when asking children if they can change their nappy. This helps children to develop secure bonds with staff and understand that they have control over their own body.
- Staff provide appropriate opportunities to help children develop their physical skills. For example, older children have weekly swimming lessons, and all children have access to play on a bouncy castle and with soft play blocks. Children have space to run, climb and jump. They develop their coordination, movement and balance.
- Some staff have a poor understanding of how to support children's learning in readiness for their future learning and school. For instance, when teaching children early reading skills, staff incorrectly teach children the sounds letters make. This hinders children's understanding and development in their early literacy skills.
- The manager completes regular supervisions and appraisals with staff to help monitor practice. However, these are not successful in helping the manager to identify areas of weakness in staff's teaching and knowledge. Therefore, although staff receive some training, it is not targeted to help them improve their practice and the quality of education for children.
- Staff share suitable information with parents, such as via an online app, about the activities children take part in. Parents are also kept up to date about their children's daily care routines.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not have a secure understanding of their safeguarding responsibilities. Staff fail to teach children how to keep themselves and others healthy and safe. There are gaps in their knowledge about the signs that may indicate a child is at risk of harm. This means that concerns about children may not be identified quickly. Although staff undertake regular safeguarding training, the manager has not identified that some staff have gaps in their safeguarding knowledge. Staff supervise children appropriately and have suitable risk

assessment procedures in place to keep the premises secure. Allergies and dietary requirements are well managed, and staff follow the correct procedures when serving food.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure leaders and staff have a robust understanding of safeguarding, including how to identify children at risk of harm and respond to allegations against staff	19/12/2022
improve arrangements for monitoring practice to identify areas of weakness and provide targeted support to staff to improve the quality of teaching	19/12/2022
provide children with clean bedding so that they are not exposed to the risk of cross-contamination	19/12/2022
improve staff's knowledge of how to manage children's behaviour so that children gain a greater understanding of what is acceptable and how to keep themselves and others safe	19/12/2022
ensure that children with SEND and those with delays in their learning receive timely, tailored support so that all children make good progress in their development	19/12/2022
improve staff's understanding of how to plan suitably challenging activities that stimulate and engage children, to help them make good levels of progress in their learning.	19/12/2022

Setting details

Unique reference number	EY398368
Local authority	Wandsworth
Inspection number	10235342
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	32
Number of children on roll	33
Name of registered person	Symes, Brenda Helen
Registered person unique reference number	RP515244
Telephone number	07958331414
Date of previous inspection	14 December 2016

Information about this early years setting

Poppits Day Nursery registered in 2009. It is in the London Borough of Wandsworth. The nursery employs 10 childcare staff members, of whom eight hold relevant early years qualifications from level 2 to level 6. The nursery is open from 8am to 6pm, Monday to Friday, excluding bank holidays and Christmas holidays. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Jenny Selvakumaran

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents 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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