

Inspection of Speckles Day Nursery

102 South End, Croydon, Surrey CR0 1DQ

Inspection date: 11 January 2023

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

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

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

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

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

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children are happy to explore and learn in this safe environment. Staff welcome children warmly, as they separate from their parents with ease. Children engage in the activities on offer, which often trigger their curiosity. For example, babies smile and giggle as they enjoy a sensory activity where they dig for hidden animals in the jelly. Children explore the jelly and make animal noises to represent the animal they find. Staff introduce animal names which the children happily repeat. Children develop their language and communication skills well.

The pre-school children are prepared well for school. They communicate confidently when talking to other children, staff and the inspector. Children are encouraged to be independent. For example, children collect their dietary card and choose where they would like to sit for lunch. They serve themselves curry and rice with the support of adults and carefully pour themselves a drink of water from the jug. Children scrape their plates when they finish and staff support them well with their self-care. For example, they help children to clean their faces after lunch, using a mirror to add further assistance.

Children form strong attachments with staff. Staff have high expectations of what children can achieve and support their learning well. Staff engage in conversations and respond positively to children's questions and discussions. They encourage children to make their own choices and respect the choices they have made. Children develop high levels of confidence and self-esteem.

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

- Leaders and managers create a setting that is inclusive. Children are supported well, including children with special educational needs and/or disabilities. Managers and staff work with parents and external agencies effectively, which helps to ensure the best possible support is in place for all children.
- Regular supervision meetings help to ensure staff are happy, well supported and valued. Staff work well as a team and are motivated to ensure children make progress. Staff provide a calm and relaxed learning environment to help children to learn and develop.
- Overall, the curriculum is planned well and sequenced across the setting. Staff plan a broad range of activities, taking into account children's interests. The manager successfully implements plans to further improve the outcomes for children in each of the rooms. For example, staff have enhanced learning outdoors by providing more opportunities for children to develop their gross motor skills through the use of an obstacle course.
- Staff provide good opportunities for children to develop their communication and language skills. Children sing and share books with staff throughout the day.

Staff read with excitement and expression to keep children engrossed in the story. Children are taught new vocabulary at every opportunity.

- The partnerships between parents and staff are effective. Parents comment on the positive relationships they and their children have with the staff. Staff are friendly and supportive. Parents are kept up to date regularly, such as, through daily discussions, photos and parent and key person meetings.
- Staff have a good knowledge of children's starting points, interests and next steps. Children have positive attitudes to learning. Children are engaged, curious and enjoy the varied activities on offer.
- Children are taught to be responsible, caring and respectful. For instance, they help to take care of the setting's pet rabbits and regularly help to clean and feed them, while successfully developing their understanding of the world.
- Children who speak English as an additional language are well supported. Staff use key words from children's home languages and use them alongside English words. This allows for children to understand adults' instructions and to build vocabulary in both languages.
- Children understand different emotions. They use the 'mood monsters' to help express how they are feeling and are taught how to manage these appropriately. This is evident when children work together cooperatively and resolve conflict. For example, children share and take turns when sorting objects into different coloured cups using tongs to support the children's fine motor control.
- Overall, staff have good professional development opportunities to support their teaching practice. However, at times, staff's interactions with children have scope for further development to help enhance children's language skills even further.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of the safeguarding procedures in place to protect children from harm. Staff undertake regular training and safeguarding quizzes to keep their knowledge up to date. All staff are aware of the whistle-blowing policy and the procedures in place when reporting a concern about a member of staff. Staff know the possible signs that may indicate a child is at risk and who to report their concerns to. Recruitment and suitability checks are securely in place, meaning all adults working with children are suitable to do so.

What does the setting need to do to improve?

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

- strengthen staff's interactions to further extend children's good communication skills.

Setting details

Unique reference number	2556610
Local authority	Croydon
Inspection number	10250823
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	1 to 4
Total number of places	43
Number of children on roll	57
Name of registered person	Speckles Day Nurseries Ltd
Registered person unique reference number	2556609
Telephone number	0203 701 4820
Date of previous inspection	Not applicable

Information about this early years setting

Speckles day nursery registered in 2020. It is located in the London Borough of Croydon. It operates all day on weekdays, for most of the year. The nursery employs eight staff, including the manager, four of which hold appropriate early years qualifications.

Information about this inspection

Inspector

Katie McCarthy

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in their evaluation of the nursery.
- The inspector and the manager conducted a learning walk together to discuss the quality of education and what they want children to learn.
- The manager and the inspector completed a joint observation of children engaged in an activity and evaluated this together.
- The inspector observed interactions between staff and children.
- The inspector spoke to staff and took account of their views.
- Parents shared their views on the setting with the inspector.
- The inspector held a meeting with the nursery manager and nominated individual where a sample of key documentation was shared, including qualifications and evidence about recruitment and staff suitability.

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 2023