

# Inspection of Easy Peasy Nursery and Daycare

57 Glimpsing Green, Erith DA18 4HB

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Inspection date:

12 January 2023

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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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children make friends at this nursery. They arrive happily and play together with staff and other children. Children engage in familiar activities, such as completing puzzles and using building blocks. They play in the garden on wheeled toys and in sand and water. Children enjoy spending time at nursery. The manager recognises that changes in staffing since registration have been challenging. She understands that this has led to inconsistencies in the quality of teaching. The manager has a clear vision for how the provision can improve so that all staff can support children's learning effectively.

Children chat to staff throughout the day. They learn to ask and answer questions. For example, children make play dough. They use new words to describe the dough as they mix it together. Children say, 'It is slimy, gooey and sticky'. Staff ask, 'Look, can you see how stretchy it is?' Children count the number of spoons of water that they need for the dough. They are gaining confidence and developing their speaking and listening skills.

Children are learning to share and take turns. They have a routine that allows them to feel safe and secure. Generally, children behave well and listen to adults. When children need additional help to understand the rules, staff give them reassurance and support.

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

- The manager has a clear understanding of how children learn. She has used this knowledge to create a curriculum that considers the different skills children need to develop. However, she has not yet shared the curriculum intent with all staff effectively. Not all staff understand the aims of the curriculum. The same activities are often repeated, and children do not freely choose from a wide enough variety of resources to develop their knowledge and skills.
- The manager and staff know the children well. They spend time listening to what children like doing. They use this knowledge to plan activities that the children are familiar with. Children have warm relationships with staff. They feel safe and secure.
- The manager and staff assess what children know and can do. They work together to identify the children's next steps. However, this information does not yet robustly feed into planning. Children are not all challenged enough in their learning. Not all children are well prepared for the next stage of their education.
- The manager and some staff support children's communication and language skills. They speak to the children clearly and model new vocabulary. For example, in the role-play area, staff encourage children to explore unfamiliar vegetables and learn new words. Children touch the onions and the lemons.

Staff pass the vegetables around to pre-school children and babies so they can touch and smell them. Children are interested as they use their senses to explore, saying, 'Lemons are really sour'. Staff respond positively and give praise, saying, 'Sour, wow, what a good word'.

- Parents are happy with the care their children receive at the nursery. They say that children are learning to think about the feelings of others. Parents report that communication helps them to know what children have learned at nursery. They say that managers and staff regularly give feedback. This helps them to support their children at home.
- Staff help children to learn self-care skills. They teach them how to wash their hands and use the bathroom. Some children are learning to put on their shoes and coats. They are starting to develop independence skills.
- The manager is reflective of her practice. She regularly arranges training for herself and staff to help improve knowledge and skills. However, the manager has not yet shared her own skills and knowledge sufficiently, such as through peer-to-peer observations and supervisions. Teaching is not of a sufficiently consistent quality to ensure that all children make good progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They know the signs that may give rise to concern that a child is at risk of harm. They know how to report their concerns to the appropriate authorities. The manager and staff understand their responsibility to report incidents or concerns involving adults. The manager has a robust recruitment procedure. She knows how to ensure that staff are and remain suitable to work with children. The manager and staff regularly conduct risk assessments to ensure that children are kept safe.

## 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 that the aims of the curriculum are shared with all staff so that there are high expectations of all children.	01/03/2023

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

- strengthen links between next steps and planning techniques so that activities

are sufficiently challenging for all children

- consider ways to develop observations and supervisions to improve the quality of teaching.

## Setting details

<b>Unique reference number</b>	2611317
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10262976
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Fabulous Tots Limited
<b>Registered person unique reference number</b>	RP906462
<b>Telephone number</b>	07878554042
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The nursery registered in 2020. It is situated in Erith, in the London Borough of Bexley. The nursery is open all year round. It operates Monday to Friday, from 8am to 6pm. The nursery employs four staff. The manager holds an appropriate early years qualification at level 3. The nursery provides funded early years education for children aged two-, three- and four-years old.

## Information about this inspection

### Inspector

Kate Daurge

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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