

Inspection of Purple Willows Nuxley Village

2 Erith Road, Belvedere, Kent DA17 6EZ

Inspection date: 25 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children, including those who are new to the nursery, are settled and have strong attachments with staff. Children arrive full of smiles. They confidently separate from their parents and venture off to play. Children receive the cuddles, reassurance and attention they need to feel safe and secure. Consequently, they are keen to explore new experiences, knowing they are fully supported by the attentive staff. For example, staff support and encourage toddlers to join in with a painting activity. This motivates the children who are less confident about 'messy play' to have a go. They quickly forget their apprehension as they combine the paint with their fingers to make marks. Children are full of excitement as they discover how to create new colours. They exclaim, 'It's all brown. I made brown!'

The manager and staff want the best for all children. They promote children's self-confidence and help them to develop the skills needed for later learning and starting school. Children become increasingly independent and develop their personal care skills well. For example, babies and toddlers feed themselves and wipe their own hands and faces. Pre-school children serve their meals, help themselves to water and dress themselves for outdoor play. Children behave well and show respect towards others. For instance, toddlers share play dough and take turns to use the tools.

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

- The dedicated manager has worked hard to address weaknesses identified at the last inspection. She has improved staff supervision and training. This has raised the quality of teaching to a consistently good level. Staff say that they receive effective support for their personal well-being and professional development. They speak enthusiastically about recent training and the positive impact on children's learning.
- Staff plan a broad and challenging curriculum which helps all children to achieve, regardless of their individual circumstances. Children, including children with special educational needs and/or disabilities, receive well-tailored individual support. For example, 'bucket time' sessions help children to listen, learn new words and begin to focus for extended periods. The manager uses additional funding to buy resources that support children's interests and further their development. Staff also work closely with outside professionals. This helps them to utilise their expertise and enable all children to achieve their full potential.
- Children have a wide range of opportunities to hear and use their home languages in the setting. For example, staff ask parents to translate stories during group circle times. Staff provide interactive technology, which allows children to access books in their home languages. This helps children, including those who speak English as an additional language, to become confident talkers

and develop a love of literacy.

- Staff ensure that children play outdoors in the large garden each day. They encourage children to be active through activities such as a 'bear hunt', where children learn to move their bodies in different ways. However, staff do not always consider the needs of children who do not wish to join in with the planned outdoor activities. Therefore, occasionally some children's learning is reduced.
- Children spend extended periods playing with the activities and resources that interest them. For example, babies demonstrate curiosity as they investigate the smells, tastes and textures of various citrus fruits. They concentrate and practise their small-muscle movements as they peel, squeeze and pull apart the fruit.
- Staff value children's unique backgrounds and characteristics. They find lots of ways to celebrate their similarities and differences. For instance, children share family photographs and discuss their experiences at home. They explore food, costumes and traditions from other countries and cultures. Children learn about their own community during visits and outings. They take part in fundraising activities to support local charities and good causes. This helps to broaden children's understanding and respect for different people and communities.
- Parents speak highly of the setting and staff. They describe how their children thrive in the caring environment. Parents say their children love attending and make good progress. They appreciate that staff keep them well informed about their children's time at nursery. The manager and staff encourage parents to contribute to children's learning experiences. For example, they offer stay-and-play sessions and encourage parents to share their skills, such as by cooking or presenting a puppet show for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding roles and responsibilities. They are aware of the signs of abuse and the procedures to follow if they become concerned about a child's welfare. Staff know how to address issues that may affect children within their home or community, such as the risks from domestic abuse or radicalisation. They understand they must report concerns or allegations about adults working with children. Staff identify and minimise potential risks, indoors and outdoors, to provide a safe and secure learning environment. Leaders follow robust recruitment procedures to help ensure that staff are suitable.

What does the setting need to do to improve?

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

- support staff to further develop the outdoor provision, to ensure that they consistently cater for all children's interests and learning needs.

Setting details

Unique reference number	2555602
Local authority	Bexley
Inspection number	10238384
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	95
Number of children on roll	83
Name of registered person	Purple Willows Ltd
Registered person unique reference number	RP553217
Telephone number	0203 827 7530
Date of previous inspection	28 March 2022

Information about this early years setting

Purple Willows Nuxley Village registered in 2019 and is located in the London Borough of Bexley. The nursery operates Monday to Friday, from 7.30am to 6pm, throughout most of the year. The provider employs 20 members of staff to work with the children, of whom 14 hold childcare qualifications. The manager has qualified teacher status and other staff are qualified at level 5, level 3 or level 2. The nursery offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and room leaders showed the inspector around the nursery premises. They explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection.
- The inspector met with the manager, the provider and other leaders in the company, to discuss issues such as staff recruitment.
- The manager ensured that documents were available for the inspector to view on request. These included staff's paediatric first-aid qualifications and records of their suitability checks.

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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