

Inspection of Woodcote Day Nursery Limited

Woodcote Day Nursery, 54 Woodcote Valley Road, Purley CR8 3AJ

Inspection date: 14 March 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive good quality care and learning experiences at this nursery. The nursery is going through a challenging time with regards to staffing. Therefore, although children form bonds with the few regular staff, at times they are looked after by people that they barely know. Consequently, some children find it difficult to settle and build secure emotional bonds with staff. For instance, on occasion, younger toddlers become upset because there is not a familiar person to cater for their individual needs. They are not confident to access the resources and activities, which impacts on their development and attitudes to learning.

Children enjoy some positive interactions with staff. For example, they listen with interest as staff read to them. They have fun playing outdoors in the nursery garden and develop physical strength as they dig in sand or climb on large apparatus. However, staff do not know enough about children's development to consistently extend their learning. Consequently, children do not achieve as much as they are capable of. Children display positive behaviour most of the time. However, staff do not provide consistent guidance or help them to understand the consequences of their actions. At times, unwanted behaviour goes unchecked, which disrupts other children's play and learning.

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

- There has been a high turnover of staff in the nursery. The provider currently relies on agency staff to ensure that they meet the requirements for qualifications and staff-to-child ratios at all times. Therefore, there are not enough permanent staff with the skills and knowledge to provide consistently good care and education for children. Leaders implement a system of training and supervision for staff, but this does not successfully address areas of weak practice. Consequently, the quality of the provision has deteriorated since the last inspection.
- Leaders do not implement an effective key-person system. Some staff say that they are allocated key children at short notice and are not sure about their individual care and learning needs. This has an impact on children's emotional well-being and the progress they make. Furthermore, some staff say they have not received any guidance or training to help them carry out their key-person role well.
- Leaders know what they would like children to learn and achieve through the nursery curriculum. However, they do not ensure that staff understand their intent or implement the curriculum effectively through the activities that they provide. Therefore, children do not make good enough progress across all areas of their learning.
- At times, staff speak knowledgeably about children's likes and interests.

However, they rarely understand each child's next steps in learning. Furthermore, staff do not always highlight where children need additional support, with issues such as speech and behaviour. Therefore, they do not plan learning opportunities that effectively support children's progression. This has an impact on the outcomes for children.

- Staff are not clear and consistent when managing children's behaviour. For example, some staff ignore incidents, such as when toddlers empty baskets of toys onto the floor or disrupt the play of others. On other occasions, they intervene by telling children, 'No, we don't do that,' without explaining the reasons why. Therefore, children are unsure about the rules and boundaries and do not learn to moderate their behaviour effectively.
- Overall, parents give positive feedback about the setting. They comment on the warm and friendly nature of permanent staff. Parents value the verbal communication with staff at the beginning and end of each day. They say that this helps to provide continuity between children's care routines at nursery and home. However, parents say that they would like more information on children's development.
- Children learn to follow good handwashing routines and enjoy healthy and nutritious meals. They are supported to become independent with their personal care. For example, older children learn to serve their own meals and scrape their plates afterwards. Skills such as these are useful in preparation for starting school.

Safeguarding

The arrangements for safeguarding are not effective.

The inconsistency in staffing has an impact on children's emotional security. Therefore, not all children feel safe and secure at the nursery. Leaders and staff receive regular safeguarding training and demonstrate a good awareness of the potential signs of abuse. They understand the procedures to follow, should they have concerns about the welfare of a child or the conduct of a staff member. This includes the processes to involve other safeguarding agencies to help protect children. Leaders and staff assess the environment to remove and reduce potential hazards. There are robust recruitment processes to help ensure the suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement an ambitious and challenging curriculum to help children make the best possible progress in all areas of their learning	02/06/2023
improve the systems for assessment to ensure that staff shape the teaching and learning experiences for each child and identify where they may need additional support	02/06/2023
put effective arrangements in place to support, coach and train staff to improve the quality of teaching and enable staff to fulfil the requirements of their roles	02/06/2023
implement an effective key-person system to cater for children's individual needs and exchange relevant information about children's progress with parents	02/06/2023
help staff to develop consistent and effective strategies to promote children's positive behaviour.	02/06/2023

Setting details

Unique reference number	2616978
Local authority	Croydon
Inspection number	10279575
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	67
Number of children on roll	61
Name of registered person	Woodcote Day Nursery Limited
Registered person unique reference number	2616979
Telephone number	02086600088
Date of previous inspection	6 September 2022

Information about this early years setting

Woodcote Day Nursery registered in 2007. The nursery re-registered with a new provider in December 2020. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery offers funded early education for children aged two, three and four years. There are currently 14 members of staff, nine of whom have childcare qualifications at level 2 or level 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- Leaders met with the inspector to discuss issues such as recruitment and staff supervision. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the deputy manager.

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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