

Inspection of Purple Jay East Dulwich

248 Upland Road, London SE22 0DN

Inspection date: 12 April 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 enjoy their time in this friendly nursery. They settle well and develop secure attachments with their key person. Children demonstrate that they feel safe and secure as they confidently explore their environment and access their chosen learning. For example, younger children enjoy exploring foam with animals figures and older children choose their own books to read.

Children benefit from a range of resources and activities, both indoors and outdoors. This engages and motivates them to explore and learn. Children have regular access to the outdoor environment where they engage in physical play, and they are offered opportunities for safe risk taking. For instance, children climb and balance on crates with support from adults when needed. This demonstrates that practitioners understand how to build and promote children's confidence.

All children, including those with special educational needs and/or disabilities (SEND) progress well. Children with SEND receive support to meet their targets. Practitioners work with parents and the other professionals involved to ensure that there is a consistent approach. This supports their long-term learning outcomes.

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

- Practitioners know their key children well. They observe children to monitor their development and plan how to progress them on to their next steps in learning. Practitioners use children's interests to plan activities that support them in all areas of development.
- Practitioners engage with children in a range of interesting activities. They support children to build on what they already know. For example, during a planting activity, practitioners listen to children's personal experiences and ask questions about plants and seeds. They use this information to extend this knowledge further through meaningful discussions while planting the seeds.
- Practitioners speak clearly to the children and repeat what they say with the correct pronunciation. Practitioners give children time to speak and listen intently to what they say. This has a positive impact on children's communication and language development.
- Practitioners encourage children's early mathematics skills by modelling mathematical language. For instance, when reading stories, practitioners encourage children to count items and name numbers on the pages. This develops children's counting and number recognition.
- Children are offered a range of healthy meals that meet their individual dietary requirements. Some practitioners promote good hygiene routines and wipe children's noses and support them to wash their hands. However, this practice is not followed by all staff. This means children do not consistently learn good

hygiene procedures.

- Children learn about different cultures in various ways. Practitioners gather information from parents about their culture and traditions. They celebrate different festivals that reflect the children who attend the setting and invite parents in to read stories in their home language. This helps children to develop a positive sense of self and a respect for differences and diversity.
- Overall, children behave well. They play cooperatively with each other and follow practitioners' instructions. Practitioners promote respect and positive behaviour by encouraging children to say 'please' and 'thank you'. However, they do not consistently support children to speak about how they feel or resolve their own conflicts. This does not help children to learn about the impact their actions have on others.
- The deployment of staff is not always managed well, meaning less-experienced staff may be left to work alone for short periods of time. Practitioners are aware of what to do if they need to raise the alarm in the event of an accident. Leaders acknowledge that this is an area of further improvement. This does not impact on children's well-being.
- Leaders understand the importance of supporting practitioners' continuous professional development. Practitioners are provided with a range of training opportunities to help them meet the needs of the children. They are supported to achieve their qualifications. Practitioners enjoy their work and feel supported by the leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and practitioners are confident in their knowledge of safeguarding and are aware of the procedures to follow if they have any concerns about children in their care. This includes procedures to deal with allegations made against a colleague. Safeguarding is discussed regularly at team meetings and practitioners complete mandatory training, such as paediatric first aid and safeguarding. Leaders follow safer recruitment procedures to ensure all practitioners are suitable to work with children. The premises are safe and secure and safety protocols regarding visitors are followed.

What does the setting need to do to improve?

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

- build on behaviour strategies to support children's understanding of feelings and emotions and how their behaviour impacts others
- strengthen hygiene routines so they are consistently adhered to and hygiene standards are of the highest quality
- enhance staff deployment and the organisation of daily routines to further

support the care and learning needs of children.

Setting details

Unique reference number	2623948
Local authority	Southwark
Inspection number	10286565
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	0 to 4
Total number of places	38
Number of children on roll	43
Name of registered person	Purple Jay East Dulwich Ltd
Registered person unique reference number	2623949
Telephone number	02086939429
Date of previous inspection	Not applicable

Information about this early years setting

Purple Jay East Dulwich registered in 2021, following the re-registration and transfer of an existing nursery established in 1998 to the provider. There are 11 staff who work with the children, one staff member holds a level 7 qualification, seven staff hold level 3 childcare qualifications, and four staff are working towards gaining childcare qualifications. The provider oversees the running of the setting and holds a degree in early years. There is also a cook. The nursery opens 7.30am to 6pm, Monday to Friday, all year round except one week closures in the summer and Christmas.

Information about this inspection

Inspector
Katie Smith

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation during an activity.
- 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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