

Inspection of Plumstead Day Nursery

6 Purrett Road, London SE18 1JW

Inspection date:

29 June 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders and the new manager have an ambitious vision for the future. This includes better opportunities for staff to develop their skills and improve the quality of children's experiences. However, this is not yet happening. Staff do not fully understand the curriculum and how to implement it effectively. They focus on teaching a narrow curriculum, such as counting or naming colours. They do not explore other potential and more appropriate learning opportunities within children's play. For instance, children are engrossed in washing doll's hair in water play, but staff interrupt play by asking how many eyes and ears the doll has. This distracts the children from their focus and does not use their interests as a basis from which to teach.

In addition, the way staff plan and carry out some activities does not help children to connect points of learning. For instance, babies take part in an activity to cut slivers of carrots, parsnips and cabbages using knives. Yet at lunchtime, they are only given forks and spoons to eat with. This means that children are not given opportunities to apply new skills in context and practise their learning within everyday situations.

Overall, children are happy, safe and well cared for. Staff generally interact with children in a kind and gentle way. Children willingly take part in daily routines and activities. Children behave well and have good relationships with staff and each other. Parents are welcomed into the nursery as they drop off and collect their children from their rooms. Staff use this time to share information with parents, which parents appreciate. Children feel safe and secure.

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

- Children have opportunities to enjoy books and stories. Babies bring a book to share with an adult. Two-year-olds sit quietly and are read 'The Very Hungry Caterpillar' in a formal group. Toddlers sit on chairs in a circle and choose songs from the song box, joining in with the actions. Pre-school children sit in a large group and pay attention when adults read books to them.
- Children are expected to remain in adult-led group times even when their interest and concentration span has reached its limit. As a result, children stop benefitting from the activity and only learn to comply with an adult's instructions.
- Children's language development is supported through the use of songs and stories. However, some staff limit their conversations with children to asking questions. They do not comment on what children are doing and name objects or introduce new words. As a result, children's vocabulary is not being extended as it could be.

- Children develop good physical skills. Babies have the space to crawl and move about in the environment. Staff encourage babies to stand and build the strength in their legs. Mobile babies practise using steps and walking over a small bridge as they use an indoor climbing frame. Older children climb outside confidently. They race around the garden at speed, avoiding obstacles and other children. Children are confident and show a can-do attitude.
- Children with special educational needs and/or disabilities are well supported. Staff work with other agencies to ensure that support is in place to meet children's needs. Staff closely supervise them to ensure they can support their specific learning needs.
- Most parents are very positive about the nursery. They say staff are kind and nurturing. Parents comment that their children develop social skills and become independent. The setting has strong links with the local community and families are encouraged to make use of local initiatives.
- Children's special dietary requirements are managed well. Secure procedures, such as coloured crockery and dietary requirement lists, are in place. Children enjoy meals that contain lots of fresh fruit and vegetables. The chef prepares food on the premises and follows healthy eating guidance.
- The manager has a good knowledge of the curriculum and what children should learn. However, she has not yet shared this effectively with the staff team. This has led to a narrow curriculum being delivered. As a result, children's learning is not progressing as well as it could.
- Generally, staff are positive role models and encourage children to use manners and to take turns with equipment and toys. However, sometimes staff shout over each other and interfere in colleague's management of a whole group story. Occasionally, even young children are made an example of when they are not being compliant. For example staff say 'We can't carry on with our songs because 'X' isn't sitting on a chair.' At such times, the setting's positive behaviour management policy is not being followed.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. Routines and procedures are in place to ensure that children cannot leave the premises unaccompanied. Staff complete regular headcounts, particularly during transition times. Staff follow procedures to ensure that they deal with accidents appropriately. All staff attend paediatric first-aid training. Staff have an appropriate knowledge of the signs and symptoms of abuse and of a range of topics. There are clear procedures in place to report any concerns about children or staff. Effective supervisions are in place to identify any safeguarding concerns. There are robust recruitment procedures in place to ensure that only vetted people work with children.

What does the setting need to do to improve?

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

- continue to support staff to help them implement a broad curriculum that focuses on supporting all children and offering appropriate challenges that help them learn
- support and guide staff to raise the quality of their interactions to engage children in meaningful learning that enables them to make connections across different situations
- continue to improve staff's knowledge of how to effectively support children's language development
- ensure that all staff's expectations for children's behaviour are appropriate and that policies around this are understood and applied consistently.

Setting details

Unique reference number	EY548810
Local authority	Greenwich
Inspection number	10288927
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	57
Number of children on roll	63
Name of registered person	Home-Start Greenwich
Registered person unique reference number	RP548809
Telephone number	02083176960
Date of previous inspection	6 November 2017

Information about this early years setting

Plumstead Day Nursery registered in 2017. The nursery is located within the Plumstead Children's Centre in the London Borough of Greenwich. The nursery's opening hours are 8am to 6pm from Monday to Friday, for 51 weeks a year. There are 14 staff, all of whom hold relevant childcare qualifications at level 2 and 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Beverly Hallett

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 leaders and has taken that into account in their evaluation of the nursery.
- 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 communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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