

# Inspection of Purple Willows Clapham

Cadet Centre, 2 Lyham Road, Clapham SW2 5QA

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Inspection date: 12 July 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is inadequate

Children's welfare and development are compromised due to significant weaknesses in staff knowledge and practice. Some staff do not have a secure understanding of their safeguarding responsibilities, such as who to report concerns to if they are worried about a child. Babies do not develop the bonds they need to help them feel safe and secure. For instance, they are passed between staff and cry for long periods, despite staff offering them comfort through cuddles. This has a significant impact on the emotional well-being of children, and some struggle to settle in.

Leaders do not implement their plans for children's learning well. Staff do not focus on supporting children's prime areas of learning. This hinders children's progress in their communication, social, personal and physical skills. Staff are not clear about how young children learn or what children should know or do at different stages of development. Staff do not help children to develop the skills they need to prepare them for the next stage in their learning. For example, young children learn the sounds and names of letters before they have developed their language skills.

Leaders and staff do not organise the learning environment well. The rooms are furnished to a high standard. However, staff do not set up inviting activities to motivate children to play. Although staff have a kind manner, they have unrealistic expectations of children's behaviour and what they can achieve. They do not support children's behaviour well to help children develop their self-esteem.

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

- Leaders do not ensure that they are meeting all requirements. Significant changes to the staff team, including management, have had a negative impact on the quality of the provision. Leaders communicate honestly about the recent challenges they have faced. They identify areas of practice they want to improve. However, leaders have not taken the required action to ensure that all children receive good-quality care and education.
- Staff receive some opportunities to develop their practice, such as through training. However, these opportunities have not been successful in ensuring that staff have the knowledge and skills to fulfil their role. For instance, staff's safeguarding training does not ensure that they have secure safeguarding knowledge to help keep children safe.
- Leaders do not implement an effective key-person system. Staff do not know who their key children are. They are unaware of key information about children, such as the languages they speak at home. Therefore, staff are unable to help children use their home languages in their play and learning to aid their language development. Partnerships with parents are not effective at ensuring

that the needs of all children are met.

- Staff are calm and interact gently with children. However, behaviour management is inconsistent. Staff do not have age-appropriate expectations of children's behaviour. For instance, staff expect children to sit for long periods of time, which leads to children being restless and disengaged. Other expectations are unclear, and children are confused about what is being asked of them.
- Staff's knowledge of child development is weak. Staff focus inappropriately on developing young children's mathematics skills rather than supporting their communication, social and physical skills. Staff do not assess children's prior learning effectively, and they fail to identify what children should learn next. As a result, staff plan learning activities that are too challenging and do not match the developmental needs of children. This limits children's progress and has a detrimental effect on their self-confidence.
- Staff do not plan and organise activities well. Resources are not readily available to engage children in meaningful learning opportunities, particularly in the outside area. For example, a high-quality mud kitchen lacks any resources, such as pots and pans, to help promote imaginative play. Children have limited opportunities to develop their gross motor skills, or to learn about taking risks.
- Staff are not successful in supporting children's independence. For example, they put shoes on for children who are old enough to do it for themselves. They do not help children to master skills in readiness for school. Consequently, children struggle to develop a 'can do' attitude.
- Some staff model language suitably. They ask simple questions and provide a narrative as children play. For example, while babies and toddlers play with cornflour, adults model vocabulary such as 'slimy' and 'stretchy'. However, overall, staff do not allow children time to use language for themselves to ensure they develop good communication skills. Good-quality interactions are few and far between.
- Leaders do not monitor children's progress effectively to ensure that all children have the support they need to flourish. For example, some staff are aware of children having emerging delays in their development, but leaders do not ensure that strategies are in place to close the gaps in children's learning. Additionally, staff do not complete the statutory progress check for children aged between two and three years.
- Leaders and staff do not support children successfully during transitions to other settings. They fail to exchange information in a timely manner with other professionals to ensure that children's needs are fully met.
- The food offered is balanced and nutritious. Staff manage allergies and dietary requirements adequately, such as by using a coloured table mat system. Younger children make some progress in feeding themselves. Children eat in a calm environment and are given plenty of time to enjoy their lunch.
- Parents are kept informed about care practices and comment that they appreciate seeing photographs of their children having fun. However, some parents comment that their children are unsettled due to the lack of consistency in staffing. Parents also comment that they do not know what their children are learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not know enough about the children in their care. As a result, children's individual needs are not met, and the impact on their personal development is significant. Leaders carry out induction procedures on new staff, covering key policies and procedures. However, these are not embedded. There are some gaps in safeguarding knowledge, particularly around the 'Prevent' duty. Some staff are unclear on reporting arrangements should safeguarding concerns arise. This puts children at risk. Nonetheless, the setting is safe and clean, and risk assessments are secure. Vetting and recruitment processes ensure that staff are suitable to work with children.

### What does the setting need to do to improve?

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

	Due date
improve staff's safeguarding knowledge, particularly with regards to the 'Prevent' duty guidance and how to follow the reporting arrangements of the local safeguarding partnership	12/08/2023
assign a key person to all children, and tailor the care provided to each child's individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents	12/08/2023
improve staff's interactions with children to support their good language development, including providing opportunities for children who speak English as an additional language to develop and use their home language in their play and learning	12/08/2023
establish a consistent approach to managing behaviour, and ensure that all staff have age-appropriate expectations of children	12/08/2023

improve the quality of teaching, and plan suitably challenging experiences for each child in all areas of learning and development, with a focus on the three prime areas of learning for the youngest children, to support their good progress	12/08/2023
review the organisation of resources to ensure children have exciting and interesting play opportunities that motivate them to learn	12/08/2023
provide children with opportunities to develop their independence, ensuring they develop the self-care skills needed in readiness for their move to school	12/08/2023
improve procedures to monitor children's progress, including completing a written summary of children's attainment between the ages of two and three years, to ensure that any gaps in their learning are recognised and addressed	12/08/2023
implement effective partnerships with other settings to help support children's transitions, such as during their move to school, to ensure their individual needs are consistently met.	12/08/2023

## Setting details

<b>Unique reference number</b>	2648725
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10301107
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	38
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Purple Willows Ltd
<b>Registered person unique reference number</b>	RP553217
<b>Telephone number</b>	07970401807
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Purple Willows Clapham registered in 2021 and is located in the London Borough of Lambeth. The nursery operates Monday to Friday, from 8am to 6pm, throughout most of the year. There are six staff working with children, four of whom are qualified to level 2 and above. The nursery offers funded early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Baker

## 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 quality assurance manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the leadership team, including the nominated individual, about the management of the setting.
- 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 group activity with the quality assurance manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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