

Inspection of Woodentops Abbeville Village Limited

1 Poynders Road, LONDON SW4 8NX

Inspection date: 21 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome at the nursery gate from familiar, friendly staff. They confidently say goodbye to their parents and carers as they are escorted safely into the nursery. Children learn to be independent. They hang up their own coats and store their bikes and scooters safely outdoors. They are excited to talk to staff about what they have been doing at home. Children have good relationships with staff. They seek cuddles and snuggle in when they need reassurance. Staff know them well, which helps them to feel safe and secure at the nursery.

Children are happy and eager to explore the bright, spacious environment. They are curious about the range of resources, particularly in the outdoor area, where they are keen to explore natural materials and build dens. Older children learn how to care for the environment, such as using food waste to make compost. Staff support them to develop confidence in their movements and to take risks, such as helping babies to use a walker and to climb on wooden frames. Staff have high expectations for children's behaviour. Children are friendly and behave well. Staff remind them to say 'please' and 'thank you' and encourage them to share. They use strategies, such as countdowns, to help children take turns.

Staff know the children's individual needs well and use these to plan experiences that are interesting and fun. Children develop good levels of concentration when activities suit their interests, such as making a track for the trains. This helps children to develop positive attitudes to learning, ensuring they make good progress.

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

- Leaders and managers are ambitious for children's learning. The curriculum is structured well to help children develop the skills they will need when they start school. For example, babies learn to use their fingers to make marks in lentils, while older children have opportunities to develop more control to write their name.
- Observations and assessments are used effectively to identify children's next steps. Staff interact well with children and model how to use the resources to extend children's knowledge, such as how to use tools to roll play dough. There are times when staff do not vary their teaching enough to help all children take part and engage fully in some activities. However, this does not have a significant impact on the progress children make.
- Children learn to make friends and cooperate together. Staff encourage babies and toddlers to take a walk together in the garden, while older children collaborate with each other to build with wooden blocks. Staff sensitively support children who are upset or come into conflict. They talk to children about their

feelings, which helps children understand their emotions.

- Children learn about keeping themselves healthy through regular physical activity and healthy meals. They learn to wash cutlery they have dropped on the floor and to take care when carrying jugs of water to the table. Children say they 'need to keep it steady' to avoid spills. This teaches children important life skills for good hygiene practice and safety.
- Communication and language development is supported well. Staff engage children in conversation and model language well, which helps children to learn new vocabulary. Toddlers enjoy joining in with stories and songs. They are excited to name animals, and they make animal sounds. Staff gather key words in children's home languages, which helps children who speak English as an additional language to express their needs.
- Partnership with parents is good. Parents say their children are happy and that they can see the progress they are making. Key persons share information about their children's progress and photos of their play via an online app. Parents attend events that support them to continue their children's learning at home. They say they feel very supported by the staff team.
- Leaders and managers are ambitious and committed to providing high-quality care and education. They identify areas for development, such as recruiting an outdoor play lead practitioner to develop the use of the gardens. Staff feel well supported and receive regular training, which helps them to develop their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Children's attendance is recorded accurately as they arrive. Staff carry out regular headcounts throughout the day to ensure that all children are accounted for. Staff know how to identify children at risk of harm and how to report their concerns, including responding to allegations about other staff members. All staff receive regular training and quizzes to keep their knowledge up to date. Leaders and managers ensure that staff complete paediatric first-aid training and know how to respond to accidents and incidents, which means children receive prompt treatment if necessary. There are robust recruitment procedures in place, which means that only suitable people are employed to 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:

- provide opportunities for staff to develop their teaching skills so they can adapt their approach and help children to further engage in their learning.

Setting details

Unique reference number	EY476153
Local authority	Lambeth
Inspection number	10306362
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	89
Name of registered person	Woodentops Abbeville Village Limited
Registered person unique reference number	RP533562
Telephone number	02086755033
Date of previous inspection	6 December 2018

Information about this early years setting

Woodentops Abbeville Village Limited registered in 2014. It is situated in Clapham, in the London Borough of Lambeth. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The provider employs 33 members of staff, 19 of whom hold appropriate early years qualifications. This includes the manager, who holds early years professional status, three staff who hold qualified teacher status and four staff who hold qualifications at level 6. A further 10 staff hold qualifications at level 3, and one holds a qualification at level 2.

Information about this inspection

Inspector

Kyrstie Gennoe

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 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 inspector carried out a joint observation and discussed how the curriculum had been implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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