

# Inspection of Whizz Kidz Nurseries Sutton

Vernon Road Hall, Vernon Road, Sutton, Surrey SM1 4QX

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Inspection date: 1 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm and friendly welcome when they enter this setting. They thrive in the stimulating learning environment that staff create, which is focused on children's individual learning and development needs. The positive relationships between children and this passionate staff team ensure that each child feels safe and secure in the setting. Staff have high expectations for children's behaviour. They routinely discuss the 'golden rules' and use physical gestures and demonstrations to show children the required behaviours. For example, staff demonstrate using their 'walking feet' and ask children if this meets the expectations of the golden rules. In addition, staff gently remind children to appropriately store toys and equipment when they are finished, such as putting lids back on pens so that they do not dry out. Children show high levels of respect for each other and for their learning environment. Where there are minor conflicts between children, staff teach them the appropriate methods and language to communicate their feelings to each other. This helps children to resolve any disagreements easily.

Children learn to take care of their own physical care needs. Staff support them to wipe their noses and wash their hands independently. The children understand the importance of a healthy diet and oral hygiene because staff routinely talk to them about the impact of different foods on their bodies and teeth.

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

- The managers and staff create a curriculum that is ambitious and meets the needs of all children, including those with additional needs or who are in receipt of additional funding. Children's individual needs and interests are central to how the curriculum is implemented. Staff recognise that children's interests may change. They know how to swiftly switch activities to ensure that learning opportunities are not missed.
- Children with special educational needs and/or disabilities (SEND) receive high levels of support. The SEND coordinator works extremely closely with parents and other agencies. This means that she can develop and implement bespoke, individual plans for each child. Children's progress is closely monitored, and support is tailored to their unique needs.
- Mathematical teaching is a clear strength of the staff team. For instance, staff teach children to make predictions on which car will win a race, before carefully counting the seconds to see which car completed the race in the fastest time. Children learn new words, such as 'on top', 'below' and 'beside' as staff describe where they see children placing blocks.
- Well-organised story times capture children's focus as staff use large gestures to tell their story. Children recall complex words, such as 'cauldron', as they talk

about what they can see on the front cover of a book. Older children recognise that the writing on the back of the book is the 'blurb'. They describe this as a 'sneak peek' into what the story may be about.

- Communication and language are at the forefront of staff teaching practice. They focus on individual interactions with children, including those who speak English as an additional language. Using a wide range of open questions and gestures, staff build on children's language skill and confidence. At times, the noise levels in the room are quite high. This means that there are occasions where children and staff struggle to hear each other, and their communication is interrupted.
- Children learn to be kind and respectful to each other. They naturally share resources with their peers and understand that taking turns in games and activities mean that everyone is able to enjoy the activity. For instance, as children explore the mechanism they have made with gears, they each take turns to turn the starting gear in different ways.
- Parents speak highly of the setting and the staff team. They share how their children have formed positive, meaningful relationships with staff. Parents look forward to hearing new songs and rhymes that their children have learned as they sing together at home.
- Staff are supported by a management team that recognises their unique skills and abilities. All staff, including those who are working towards a childcare qualification, receive targeted professional development opportunities that advance their understanding of effective teaching. The management team consistently model their high expectations of staff practice.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of their safeguarding and child protection responsibilities, including how to report and escalate concerns or allegations against staff. They confidently discuss how effective parent relationships support being able to address any concerns that may arise. Risk is carefully managed in the setting. Children can be observed recognising and addressing their own risks, such as straightening a rolled-up corner of a rug, so that they do not trip when walking over it. Robust recruitment and vetting procedures ensure that managers recruit staff who are suitable.

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

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

- consider reducing the use of background music and staff interactions with each other during key moments where teaching is focused on communication and language.

## Setting details

<b>Unique reference number</b>	EY500246
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10315866
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Whizz Kidz Nurseries Ltd
<b>Registered person unique reference number</b>	RP535395
<b>Telephone number</b>	02086612524
<b>Date of previous inspection</b>	20 November 2018

## Information about this early years setting

Whizz Kidz Nurseries Sutton registered in 2016. The nursery employs 10 members of staff. Of these, eight staff hold early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Danny Lydon-Williams

### 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 provision.
- The manager shared the setting's curriculum and ethos.
- A joint observation was completed with the manager.
- Parents spoke to the inspector and shared their views of the setting.
- The inspector observed the quality of education, and spoke with staff and children at appropriate times throughout the inspection.

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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