

# Playtime Nursery - Wandsworth

The Light Bulb, 1 Filament Walk, London, SW18 4GQ



<b>Inspection date</b>	9 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- There are security measures in place but not all staff follow the procedures to check visitor's identities before letting them in. This is also a breach of the Childcare Register.
- Self-evaluation does not successfully identify all areas that require improvement.
- On some rare occasions, staff in the baby room miss some opportunities to help young children understand the importance of cleaning their hands before eating.
- The organisation of some routines does not fully support children's uninterrupted learning so they build on their concentration and focus during activities.

### It has the following strengths

- Staff encourage children's curiosity to explore the natural world. For example, children display interest in observing plants and experiment smelling different herbs. This helps them build on their understanding of the world.
- Children develop friendly relationships with staff. For example, they wave to staff as they ride their trikes and staff wish them a good trip. Babies know to seek reassurance from staff when they are upset. This helps support their emotional well-being.
- Children benefit from effective partnerships between staff and parents. For example, they share ideas to help introduce children to different languages and festivals around the world. All children, including those who speak English as an additional language, feel valued, build confidence and make good progress from their starting points.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure that all staff understand and fully implement the procedures to check the identity of visitors before letting them in.	20/03/2017

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

- improve self-evaluation to help identify all inconsistencies in staff practice
- provide consistent opportunities for young children to learn the importance of hygiene routines
- revise the organisation of snack time to help support children's uninterrupted learning further.

### Inspection activities

- The inspector observed children and their interactions with the staff.
- The inspector carried out joint observations with the manager and discussed arrangements for monitoring staff performance.
- The inspector took account of the views of staff, parents and children and had discussions with the manager at appropriate times.
- The inspector viewed a sample of documents, including children's learning records.
- The inspection was carried out following the risk assessment process.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team does not ensure that all staff follow consistent procedures in relation to visitors to the setting, such as checking their identity before letting them in. However, overall there are appropriate arrangements, such as a video entry system to help monitor visitors to the setting. Staff complete regular risk assessments and deploy themselves well to help ensure children are supervised at all times. Safeguarding is effective. Staff have a clear understanding of child protection issues and the procedures to follow to help ensure children's welfare. The manager and her deputy monitor staff performance effectively and provide valuable guidance to staff to help develop teaching practice. For instance, staff have improved the procedures for observation, assessment and record keeping. They assess the progress made by different groups of children, which helps them identify and plan effectively to address any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff skilfully use regular opportunities during children's play to help build on children's communication and language development. For example, they use props such as construction materials to help babies understand the meaning of words, such as 'open' and 'close'. Staff provide opportunities for older children to learn about shapes. For instance, they learn that a triangle has three sides and a square has four. This helps children build on their mathematical development. Staff join in children's play and question them skilfully to help them extend on their creativity. For example, when children excitedly hunt for treasure in the sand and state they found jewellery that the pirates had left.

### Personal development, behaviour and welfare require improvement

Staff do not consistently support young babies to build on their understanding of hand-washing routines. Sometimes staff focus on the routines of the day rather than allowing children to complete their play experiences to their conclusion. Staff provide regular opportunities for children to play in fresh air and they help older children to learn about the importance of dental hygiene. These activities help support their physical development. Children behave well and learn to take account of the needs of others. For instance, they learn to wait for their turn to use the spades and rakes when they play with sand. This helps them build on their social skills.

### Outcomes for children are good

Older children enjoy a range of activities that helps them build on their understanding of letters and numbers. This helps build on their early literacy and mathematical skills. Young children eagerly observe how objects behave. For example, they excitedly watch a toy cow slide down a slope. This helps support their understanding of the world. Children are prepared well for the next stages in their learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY496691
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1086112
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	St Charles Limited
<b>Registered person unique reference number</b>	RP901351
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01932 246747

Playtime Nursery Wandsworth registered in 2016. It is located in the London Borough Of Wandsworth. The nursery opens Monday to Friday from 7am to 7pm, all year round. The nursery employs 18 staff, 15 of whom hold appropriate childcare qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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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