

Whizz Kidz Nurseries Sutton



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

Inspection date	5 July 2017
Previous inspection date	7 December 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Managers do not ensure staff complete progress checks for children aged two years and share these with parents, as required. This does not help staff to identify and target gaps in children's development as early as possible.
- Managers do not always consider how staff can support children's continuity of learning experiences and help them make good progress during periods of staff changes.
- Not all staff understand how to best support children's home languages to promote their sense of belonging.
- Staff do not provide older children with a range of physical experiences in the outdoor area for those children who prefer to learn outside.

It has the following strengths

- Staff give children praise during play. This helps to promote their emotional well-being and build confidence.
- Children are independent in choosing activities that interest them. They have good social skills, share with their friends and express their ideas and feelings well.
- Staff give children opportunities to discuss their experiences. For example, staff ask children about their recent holidays. Children explain where they went and share some of their memories of the trip. Children communicate well.
- Parents find staff supportive and feel they take into consideration specific family needs. Managers and staff also develop good relationships with other professionals to help them support children who have identified special educational needs and/or disabilities.

What the setting needs to do to improve further

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

	Due Date
■ complete the required progress check for children aged two years and share this with parents	30/07/2017
■ consider the individual learning needs of each child, particularly during periods of staff change, to offer children continuity in their learning experiences.	30/07/2017

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

- improve existing strategies to further support children who speak English as an additional language
- extend the range of outdoor physical experiences to further support those older children who prefer to learn outdoors.

Inspection activities

- The inspector observed staff and children playing indoors and outdoors.
- The inspector spoke to staff, parents and children.
- The inspector and deputy manager participated in a joint observation.
- The inspector viewed a sample of relevant documentation, including the provider's policies and procedures, staff's qualifications and children's records.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the managers have reflected on the provision to make improvements. For example, they have implemented an effective key-person system to meet children's individual learning needs. They have also used professional development and support to help staff improve the quality of teaching. Staff now engage more effectively with children. For example, they participate during children's play and follow their interests. However, managers do not always look for ways to ensure that all aspects of assessment are effective or that children continue to have continuity in their learning when new staff start. They do, however, follow a good induction process, for example, to ensure new staff know how to check for and minimise risks to children. Safeguarding is effective. Staff have a good understanding of how to identify and report on child protection concerns to help them to keep children safe from harm.

Quality of teaching, learning and assessment requires improvement

Staff provide a wide variety of art activities to help children to learn about the topics they enjoy. For example, children enjoy gluing and sticking, painting with paintbrushes and bubble painting to make art that helps them to learn about their current topic. This helps them to develop their understanding of the world. Although managers generally monitor all children's progress to help them progress well, they do not ensure that staff complete progress checks for all two-year-old children. Staff have not shared these two-year progress checks with parents, as required. This does not help staff to put appropriate support in place as early as possible. Staff engage well with children. For example, they read children stories that interest them, ask them questions about the story and encourage children to express themselves.

Personal development, behaviour and welfare are good

Staff promote positive behaviour. For example, they encourage children to talk to each other about behaviour they do not like. Children learn how to take care of their immediate environment, such as watering the plants they are growing and tidying up after themselves. Staff help children to learn about healthy eating and promote their physical well-being, for instance through the healthy snacks and meals they provide. Staff help children to learn how to behave well. For example, they explain to children how to resolve conflict by speaking to their friends. Staff are deployed well and supervise children effectively, to keep them safe.

Outcomes for children require improvement

Children develop good mathematical skills during play. For example, young children say numbers as they measure objects with a tape measure. Older children confidently count quantities. Overall, most children make steady progress and are adequately ready for their next stage of learning, including starting school. However, some children do not get the learning help they need as early as possible to make consistently good progress in all areas of learning. Young children show good coordination as they handle small objects with control.

Setting details

Unique reference number	EY500246
Local authority	Sutton
Inspection number	1080335
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	57
Name of registered person	Whizz Kidz Nurseries Ltd
Registered person unique reference number	RP535395
Date of previous inspection	7 December 2016
Telephone number	02086612524

Whizz Kidz Nurseries Sutton registered in 2016 and is located in Sutton, Surrey. The nursery is open from 7.30am to 6pm on Monday to Friday, for 51 weeks of the year. There are eight staff. Of these, six staff hold early years qualifications at level 3. The nursery receives funding to provide 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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