

## Inspection date

5 December 2017

Previous inspection date

19 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a detailed knowledge of how children learn. They regularly assess children's progress and identify any gaps in their learning. Staff plan each child's next steps in learning using detailed observations. Children are very well prepared for the next stage in their learning and for school.
- There is an effective key-person system, which helps the children to be happy and well settled. Staff act as good role models. Relationships between staff and children are good, and they treat each other with respect.
- Staff have good relationships with parents. They encourage parents' involvement and keep them well informed about their children's care and learning. For example, parents come in to share information about their professions.
- Staff are consistent in their approach to behaviour management. They teach children about right and wrong and provide clear boundaries, supporting them to behave well.
- The management team has carried out a robust evaluation of the setting, taking into account the views of staff, parents and local authority workers. This demonstrates a clear focus on improving practice.

### It is not yet outstanding because:

- Some small-group activities are not always organised and resourced sufficiently so that all children have the best possible learning opportunities at these times.
- Occasionally, staff provide children with limited opportunities to improve their knowledge of mathematics during play.

## What the setting needs to do to improve further

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

- improve the way in which activities are resourced, to maximise the learning opportunities provided to children
- broaden the range of experiences for children to increase their mathematical skills in relation to measurement, proportions and value.

### Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector took account of the views of parents spoken to during the inspection and through questionnaires.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

There are effective systems in place to observe and discuss staff practice, to monitor the effectiveness of care and teaching skills. For example, staff supervisory sessions, room observations and team meetings take place on a regular basis. Staff receive suitable training to support their teaching and planning to an even higher level. Safeguarding is effective. Staff have a clear knowledge of child protection issues. They understand the procedures to follow if they have concerns about a child's welfare. The management team ensures all staff are suitably vetted and checks are in place to help ensure their continuing suitability. This effectively contributes towards keeping children safe at the setting.

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

Staff engage in purposeful conversations with the children to extend their vocabulary and promote their listening and thinking skills. Babies enjoy participating in interactive 'sing and sign' sessions and join in with the actions. Older children listen carefully to stories and answer questions about the stories enthusiastically. Staff provide daily opportunities for children to receive fresh air and exercise. For instance, children enjoy playing in the spacious outdoor learning environment. They have great opportunities to learn how the garden changes through the seasons, such as when leaves fall from the trees. Staff provide children with ample opportunities to develop their small physical skills. For example, children access a range of tools, such as scissors, pegs and boards.

### Personal development, behaviour and welfare are good

The environment is safe and suitable, and staff consistently maintain children's safety. For example, they are vigilant at all times and use regular risk assessments to identify and remove hazards. Children are confident and independent. For example, they use knives carefully to cut their fruit at snack time and dish out their own meals at lunchtime. Staff are proactive in developing children's knowledge of healthy eating. For instance, children have access to healthy meals and snacks throughout day. They plant and harvest a range of fruits and vegetables, such as cress, strawberries, lettuce and courgettes. Their knowledge is further extended through regular cooking activities, where children have made cookies, fruit kebabs and marble cake. During cooking activities, children are confident to ask for help and happily share their thoughts and ideas with others. Staff encourage good hygiene routines to enhance children's knowledge of the importance of healthy lifestyles.

### Outcomes for children are good

Children make good progress based on their starting points. They develop good sensory skills and become deeply involved in their play. For instance, younger children excitedly play with animals in scented foam, and place them carefully to make footprints in the foam. Older children learn the letters of the alphabet and the sounds that they make. They are beginning to use these skills to recognise and write their own names.

## Setting details

<b>Unique reference number</b>	EY408250
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1062361
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Avenue Nursery LTD
<b>Registered person unique reference number</b>	RP529674
<b>Date of previous inspection</b>	19 November 2013
<b>Telephone number</b>	02087644866

Daffodils re-registered in 2010 as a limited company. It is located in Norbury, within the London Borough of Croydon. It is open from 8am to 6pm on Monday to Friday, throughout the year, except for bank holidays. The provider receives funding to offer free early education for children aged two, three and four years. Over half the staff team hold relevant childcare qualifications ranging from level 2 to 6.

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Piccadilly Gate  
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