

Toots Day Nursery

214 Totterdown Street, Tooting, London, SW17 8TD



Inspection date

15 March 2018

Previous inspection date

14 February 2017

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

Summary of key findings for parents

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

- The management team does not provide staff with sufficient support and supervision to ensure that children receive consistently good-quality teaching.
- Staff do not support all children's language skills effectively enough. They do not observe and assess children's progress precisely, to help plan for their individual needs. Consequently, children do not make consistently good progress.
- Staff disrupt some parts of the day to carry out routines. Children lose their focus and attention during these times, which hinders their learning.
- The management team does not evaluate its provision rigorously, to identify all areas for improvement. As a result, it has not maintained good standards of care and teaching.

It has the following strengths

- Parents, including those whose children have recently joined the nursery, make positive comments about the service. They find staff approachable and appreciate their flexible approach.
- Staff support children's independence skills effectively. Even the younger ones carry out age-appropriate tasks, such as pouring their drink at mealtimes and helping adults to tidy away the toys.
- Staff are caring and support children's emotional well-being. For example, they comfort children who need reassurance by cuddling them and saying soothing words.
- Staff risk assess the premises regularly to help minimise hazards. They deploy themselves to help keep children safe and supervise them appropriately.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve supervision to ensure each member of staff receives effective support, coaching and training to improve their performance and teaching practice 	04/04/2018
<ul style="list-style-type: none"> ■ support staff in developing their knowledge of how to support children's language and communication skills effectively 	04/04/2018
<ul style="list-style-type: none"> ■ improve the process of observations and assessments, to ensure staff know what children know and can do, and plan to help them make good progress. 	04/04/2018

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

- minimise interruptions to children's learning and enjoyment to help them make the most of all learning experiences
- evaluate and reflect to identify all areas that require improvement and make changes to improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She spoke to staff and interacted with children at appropriate times.
- The inspector checked documents relating to the suitability and qualifications of staff and sampled documentation, including safeguarding procedures, accident records and risk assessment procedures. She sampled children's learning records.
- The inspector reviewed the nursery's self-evaluation and discussed with the management team how it evaluates its provision and targets improvements.
- The inspector spoke to parents during the inspection to gain their views about the nursery.
- The inspector carried out a joint observation with one of the managers.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team does not evaluate its provision effectively, to identify and target all areas for improvement, such as the weaknesses in teaching. Safeguarding is effective. The management team follows appropriate recruitment procedures to check staff's initial and ongoing suitability. The managers and staff have a sufficient knowledge of safeguarding issues, including how to report any concerns to protect children's welfare. They know the circumstances that might affect their suitability and to report any changes. Staff attend training regularly. For example, they have attended a course which increased their confidence in supporting children's imagination and creativity. Even so, this is not sufficient because they do not receive good levels of guidance and supervision from the management team to improve the overall quality of their teaching.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the nursery is not consistently strong. Staff do not make good use of opportunities to develop and extend children's communication during activities, particularly in pre-school. For example, some activities lacked challenge and did not fully engage children. As a result, children became bored and lost interest. Staff do not have a clear picture of what individual children know and can do because they do not observe and monitor children's learning accurately enough. This limits the progress that children make in their learning. Nevertheless, staff use props, such as finger puppets, appropriately to support younger children's enjoyment in singing familiar nursery songs. Toddlers enjoyed learning simple signs while they sang and listened to stories.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and teaching do not fully support children's care and welfare. For example, staff do not organise the daily routines as effectively as possible, which at times disturbs children's learning and enjoyment. This does not fully motivate children to learn. Nonetheless, children have access to suitable toys and resources, including outdoors, which helps to support their growth and development. For instance, toddlers used large equipment safely and navigated the available space with increasing confidence. Others practised their drawing and early writing on the big easel, using chalks. Indoors, pre-school children developed their fine motor skills as they made treasure pockets, and babies had fun climbing on ride-on toys.

Outcomes for children require improvement

Generally, children are happy and settled. They have close relationships with adults and their peers. Children learn to behave appropriately, including how to manage minor conflicts during play. They use kind words, such as 'excuse me' and 'thank you', and they are polite and respectful. Children who have special educational needs (SEN) and/or disabilities receive appropriate support. However, children do not benefit from consistent challenge to improve their learning experiences. Children learn some basic skills they need for their future learning, including their move to school.

Setting details

Unique reference number	123119
Local authority	Wandsworth
Inspection number	1125926
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	44
Number of children on roll	68
Name of registered person	Elizabeth Mary Adkins
Registered person unique reference number	RP514047
Date of previous inspection	14 February 2017
Telephone number	020 8767 7017

Toots Day Nursery registered in 1990. It is located in the London Borough of Wandsworth. The nursery offers its service Monday to Friday from 8am to 6pm, except for bank holidays and one week over the Christmas holidays. It employs 19 staff members. Of these, 15 hold relevant early years qualifications ranging from level 2 to level 6. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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