

Inspection of Little Raccoons Day Nursery (Coulsdon)

Coulsdon Nursery School, Linden Avenue, Coulsdon, Surrey CR5 3BT

Inspection date: 3 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children show that they are comfortable and content at the nursery and behave well. Children form strong friendships and play well together. Children make choices about what they would like to do and move confidently around the environment. Babies and toddlers settle with ease with their familiar adults. This helps them to feel safe and secure. Recent changes of staff mean that some key persons have a poor knowledge of their key children's development. This means that some children's individual learning needs are not fully met. However, children have positive relationships with the approachable and friendly staff.

The new manager is confident about the nursery's curriculum intent. However, staff do not consistently provide activities that reflect what it is that they want children to learn. During the implementation of some adult-led activities, children do not benefit from the most appropriate challenges in their learning, to help them make the best progress.

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

- A new manager was appointed in July 2021. She has made some changes for improvement and has additional plans for the future. The manager is committed to developing the nursery. Staff complete mandatory training and have opportunities to attend online training. However, the manager does not have a good enough overview of the delivery of the curriculum. Not enough attention is given to ensuring that the planning of children's individual learning is tailored to build on what children know and can do, to help them make the best possible progress.
- The manager's system for inducting new staff ensures that staff understand safeguarding requirements. However, on occasions, some staff do not fully understand all policies and procedures and, therefore, do not implement or follow them correctly. This means that some children's individual development and care needs are not consistently supported.
- The manager has some processes in place to help monitor the quality of staff practice. She provides support to the staff team, including supervision meetings. However, the monitoring and support are not fully effective in identifying and addressing weaknesses in practice to ensure that all children receive consistently good-quality interactions and support in their learning from staff.
- Children learn about healthy eating and how some foods are not good for their teeth. Children benefit from healthy, home-cooked meals and snacks provided by the nursery chef. Staff support children to sit safely during snack times.
- Children have good opportunities to be physically active in the well-resourced outdoor area. Children develop their physical strength, balance and coordination as they ride tricycles, dig and explore sand and water play.

- Overall, staff support children's language development appropriately. Children enjoy looking at books for pleasure on their own, as well as with staff, who sit and support their interest. Staff have visual prompts to help children who speak English as an additional language to help them settle and learn.
- Staff support children's independence skills well. Children are encouraged to do small tasks. For example, older children set the table before lunch and take care of their personal needs. Younger children learn how to use cutlery and feed themselves. In general, children listen and follow instructions. Staff recognise children's efforts and achievements and offer praise.
- Staff regularly speak to parents at the main door to the nursery as parents drop off or collect their children. They share information about children's achievements and how their day has been. Staff make good use of an online system to share observations and information with parents. Parents have positive views about the nursery and state that their children are happy and enjoy coming to the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to recognise the signs of abuse or neglect and are aware of who they must inform if they have any concerns about a child's welfare or the behaviour of other adults on the premises. They are aware of wider safeguarding issues, such as the 'Prevent' duty. Staff carry out daily risk assessments of the indoor and outdoor areas. The premises are safe and secure. The provider follows effective procedures when recruiting new staff.

What does the setting need to do to improve?

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

	Due date
make sure that the leadership and management of staff is fully effective in providing them with the guidance, coaching and training they need in order to raise the quality of teaching to the highest level	10/12/2021
improve the key-person system in order to help ensure that every child's care and learning meets their individual needs.	10/12/2021

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

- support staff in planning more consistently for children's individual learning needs, including their key next steps in learning, in a purposeful way that supports all children to develop, consolidate and deepen their knowledge, understanding and skills
- further develop the induction system for new staff, to ensure that they have a clear understanding of the policies and procedures that they are expected to follow, in order to ensure consistent approaches throughout the nursery.

Setting details

Unique reference number	EY559774
Local authority	Croydon
Inspection number	10190629
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	81
Name of registered person	Little Raccoons Day Nursery (Coulsdon) Limited
Registered person unique reference number	RP559773
Telephone number	07515699550
Date of previous inspection	Not applicable

Information about this early years setting

Little Raccoons Day Nursery (Coulsdon) registered in 2018. It operates from Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 17 members of staff. Of these, nine staff hold appropriate childcare qualifications at level 3 and three staff at level 2. The nursery provides early funded education for three- and four-year-old children.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk together and discussed how the early years provision and curriculum are organised.
- The manager and the inspector completed a joint observation of an activity and evaluated the quality of teaching.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, including staff's suitability and paediatric first-aid certificates.
- The inspector spoke to parents and took account of their views.

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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