

Walton House Nursery Ltd

130 Walton Road, SIDCUP, Kent DA14 4LW



Inspection date	27 June 2019
Previous inspection date	3 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The manager monitors the quality of the nursery effectively. She has high expectations of children and her staff and demonstrates a strong determination to make continuous improvements. For example, the learning environment has been further developed since the last inspection. This has helped her to achieve good standards.
- Staff provide a variety of opportunities for children to practise the skills that they need for future learning. They use regular observations of children's learning to plan activities that interest and engage them. This contributes to the good progress that children make in their learning.
- Children's moves to school, including for children who need extra help with their learning, are well planned. Staff provide good support for children and parents, and maintain close links with local schools. This helps to prepare children well for change and promotes continuity of learning.
- The manager helps staff to enhance their teaching skills and personal effectiveness. Staff are supported to gain qualifications and complete regular training. Children benefit from their increased knowledge and skills.
- Staff form good relationships with children and know them well. Children's moves into nursery, and between rooms, are well managed. Children quickly settle into new routines. Staff encourage children's good emotional well-being.
- Staff do not consistently consider all of the languages that are familiar to children. Some children have fewer opportunities to use or develop their home language as they play and learn.
- The needs of children who need more active play opportunities throughout the day are not fully met, and they occasionally become boisterous.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop and use the languages they hear at home during play and learning activities
- extend opportunities for more active play throughout the day.

Inspection activities

- The inspector reviewed documents, including children's learning records, staff records and evidence of professional development, and looked at information shared with parents.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning both inside and outdoors.
- The inspector jointly observed and discussed a children's activity with the manager.
- Discussions were held with staff at appropriate times.
- The inspector considered the views of parents during the inspection visit.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is good

The manager and provider work well together to identify priorities for action and further develop the service. They work closely with external partners when addressing areas for further development. For example, staff provide natural materials more often during activities. This is also reflected in the learning environment. Safeguarding is effective. Staff complete training to increase and update their knowledge about safeguarding matters. They know how to identify potential risks to children and whom they should report to, should the need arise. The manager monitors the learning of different groups of children very effectively. This helps her to successfully target how to use additional resources. The special educational needs coordinator works well with outside professionals, and staff receive good support and advice to help address gaps in children's learning. All children progress well from their starting points.

Quality of teaching, learning and assessment is good

Staff help babies to develop an understanding of number, for example when they count as they take off their shoes. Staff support children to develop a good awareness of their natural environment. For example, they encourage children to look for bugs and insects with magnifying glasses. Children respond well to changes made by staff, such as the recently developed curiosity area. Staff share books to help children find answers to questions. Older children show their developing understanding of mathematics. For example, they speak with each other about the numerals on pebbles that they sort and match. Staff regularly observe, and accurately assess, the learning of individual children. This helps them to promptly identify when children may need additional support.

Personal development, behaviour and welfare are good

Staff build close relationships with children. For example, pre-school children seek out staff and excitedly tell them what they find in the 'bug hotel' outdoors. Staff respond well to the needs of babies and toddlers. They provide activities that help their emerging walking skills and prepare them well for moves to other rooms. Children demonstrate good self-care and social skills, for example when they pour their drinks and talk to their friends at mealtimes. Staff provide activities that children enjoy and engage with. They play alongside children, speak to them about what they do and add resources to extend their learning. Overall, children behave and play together well. Staff prepare children for their moves within the nursery and to school. They speak with them about what is expected and increase opportunities for them to develop their self-care and independence.

Outcomes for children are good

Older children giggle with glee as they pretend to be sleeping bunnies underneath parachute fabric. Toddlers babble and show their emerging communication skills. Pre-school children develop their understanding of technology during regular computer sessions. Children who share home languages develop friendships from an early stage. Children become motivated learners who are keen to share their achievements with others. They are well prepared for the next stages in their learning and for school.

Setting details

Unique reference number	EY437833
Local authority	Bexley
Inspection number	10085070
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	36
Number of children on roll	42
Name of registered person	Walton House Nursery Limited
Registered person unique reference number	RP901710
Date of previous inspection	3 July 2018
Telephone number	02083008300

Walton House Nursery Limited registered in 2011. It operates from the ground floor of a large residential house in Sidcup in the London Borough of Bexley. The nursery is open from 7.30am to 6pm. The nursery receives funding to provide nursery education for two-, three- and four-year-olds. The nursery employs 11 members of staff. Three staff, including the manager, hold qualifications at level 5 and above, four staff hold qualifications at level 3 and two staff hold qualifications at level 2.

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