

Inspection of Waterfall House Bespoke Daycare

223 Tooting High Street, Tooting, London SW17 0TD

Inspection date: 4 August 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Changes made to arrival procedures due to the COVID-19 (coronavirus) pandemic mean that parents no longer go inside the nursery. Children have successfully adapted to this change in routine and enter happily and with confidence as they are greeted by their own key person. Staff make time to talk to parents and carers, so essential information can still be shared, and parents continue to feel included in their child's day.

Children settle quickly into the daily routine and engross themselves in play. This includes children who are new to the setting. Children listen to staff and each other well. They are excited to learn and join in activities. Children willingly share resources and listen to each other. They chat confidently to staff and easily access resources that reflect the community and the wider world. Staff are good role models. They take part in children's play and offer ideas to extend their learning. For example, when children talk about driving on the motorway, while playing with the dough. Staff provide a bridge to help extend children's imagination. They constantly talk to the children and ask older children questions. This helps them recall and build on their memory skills to share their knowledge of how they made the dough earlier that morning. All children are gaining good skills for the future.

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

- Staff focus attention on children's personal, social, and emotional development. They offer praise and reassurance as children play. Children's efforts are celebrated as they are encouraged to try and complete tasks independently, such as cutting out their own star shapes and cleaning their nose with tissue. Behaviour is good. Staff gently remind children about listening, taking turns, and sharing, which helps them understand how to play alongside others.
- The manager is very experienced, which gives her a firm knowledge of the nursery curriculum and the activities on offer cover the seven areas of learning. However, staff do not sharply focus on the learning opportunities during some planned activities. This means that, occasionally, these activities do not maximise learning opportunities for all children.
- Parents speak highly of the team and strongly recommend the nursery. They say their children love attending the nursery. Many parents comment on the strong communication between themselves, the manager, and staff. They appreciate staff's knowledge and understanding of children's interests and attitudes. Staff use the detailed information parents provide about children's interests, skills, and knowledge well. These are used with their observation of each child to plan precisely for future learning. Parents welcome the useful information they regularly receive on their children's progress. They particularly appreciate the support they have received during the pandemic.

- Children develop well in all areas of learning. Babies enjoy a range of experiences inside that support their physical skills. They climb and sits on rocking toys, while those learning to walk have plenty of space to move around with ease. Children learning to toddle, use a range of push and pull toys and learn how to use smaller toys well. Staff dance to music with the children, supporting them to develop good balance. Outside, older children play with hoops, balls, and chinks, making marks on the ground. They manipulate play dough, walk up and down steps with ease.
- Children are encouraged to handle a variety of tools. They learn to hold writing tools correctly, such as crayons and chalk, when drawing. They confidently use paint brushes and learn about changes when they mix colours together.
- The manager has regular staff team meetings. They reflect and evaluate the environment and practice. She provides regular staff supervision meetings, appraisal, and training. Staff comment that they feel well supported by the manager. However, more focus needs to be on new staff who are less confident to help them feel more at ease in their interaction with children.
- Staff support children's language development well. Children listen attentively to stories, joining in with familiar phrases, words, and actions. Younger children confidently repeat what staff say, while others join in with babbles.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They receive up-to-date training and know the procedures to follow if they have concerns about a child. This includes wider safeguarding issues, such as exposure to ideas that might put children at risk of harm. Staff complete regular risk assessments of the whole environment, to ensure children's well-being and safety. They monitor children effectively at arrival and departure times and ensure they are met safely by parents and carers. The manager follows effective recruitment procedures to ensure ongoing staff suitability.

What does the setting need to do to improve?

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

- ensure that staff have a clear understanding of how to make the best possible use of planned activities and promote purposeful learning for all children
- help staff who are not confident in their interaction with children to develop their skills so they are able to engage more with the children.

Setting details

Unique reference number	2515638
Local authority	Wandsworth
Inspection number	10191756
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	1 to 2
Total number of places	45
Number of children on roll	17
Name of registered person	Waterfall House Bespoke Daycare Ltd
Registered person unique reference number	2515637
Telephone number	0207 018 4849
Date of previous inspection	Not applicable

Information about this early years setting

Waterfall House Bespoke Daycare registered in 2019. It is situated in Tooting in the London Borough of Wandsworth. The nursery operates Monday to Friday from 7am to 7pm for 50 weeks of the year. The nursery employs six members of staff. Four are qualified at level 3, including the manager. The nursery is registered to receive funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

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 her evaluation of the setting.
- The inspector spoke with parents at the start of the inspection. There were also discussions with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of two activities together.
- A meeting was held between the manager and the inspector. The inspector reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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