

# Inspection of Purple Willows Sidcup

106 Cadet Detachment, Old Farm Road East, Sidcup, Kent DA15 8AE

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Inspection date: 30 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and ready to engage in the welcoming environment. The managers have high expectations of the setting. Staff know children well and use information gathered about their prior learning to plan stimulating activities, both inside and out. This helps all children, including those in receipt of additional funding and those with special educational needs and/or disabilities (SEND), to make good progress. Staff follow children's interests in insects and animals. For instance, they support babies to make spiders out of play dough and pipe cleaners. Older children read books and name dinosaurs such as 'diplodocus'. Children develop their literacy and language skills well. All children show high levels of confidence and behave extremely well. They show this when they take trips to the care home, where they share, join in and engage in activities with elderly people. Children demonstrate extremely positive attitudes towards their play and learning. Staff teach children to understand how to keep themselves safe. They provide interesting natural resources to support children's development. Young children experiment in the forest school. They design pictures inside picture frames using wood, stones and earth. Occasionally, staff do not recognise opportunities during group activities to engage and challenge all children, and staff training is not as good as it could be.

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

- Children's behaviour is exceptional. From a very young age, children listen intently to adults and follow instructions. Babies quickly gather together on the carpet to join song and story time. They are reminded about having caring hands. In addition, they are encouraged to welcome each other by name. This gives children a good understanding of expected behaviour. Older children spontaneously start the tidy-up song and encourage one another as they pack away.
- Managers communicate an ambitious vision for the setting. They hold parents' evenings to ensure information is shared regularly about children's progress. Parents receive daily updates about their children's learning and development. Older children take home a 'learning at home' book. This prepares children well for the next stage of their learning and for school. The SEND coordinator regularly liaises with professionals and parents to review children's progress. She plans and reviews challenging targets for children with SEND and encourages parents to work on the same steps at home. This provides continuity of care.
- Staff support children to develop their communication skills through sensory play. For instance, when young children gutted pumpkins, staff introduced new words such as 'slimy' and 'smooth'. However, staff do not always ensure group activities are challenging for all children.
- Staff provide opportunities for children to develop their physical skills in the

outdoor areas and forest school. Children confidently put on high-visibility vests and talk about how to keep safe when crossing the road. Additionally, they have the opportunity to learn about different people and places beyond their own experiences. For instance, children explore the community with visits to the local fire station and Buckingham Palace. Staff enrich children's experiences and build on children's confidence skills.

- Parents speak highly of the setting and the support they receive. Managers gather feedback from parents and use the information to help evaluate the quality of education. Managers support staff to feel valued and manage their workload. They use some effective systems to highlight good practice, such as award ceremonies. In addition, managers have introduced peer observations to support staff to develop their skills. Having said that, managers do not ensure that supervision accurately captures individual staff's areas for development to continue to raise the quality of teaching.
- The key person works closely with parents, which helps children settle quickly. Staff are nurturing and respond quickly to young children's cues and gestures. They support children's individual needs well. For instance, staff create a space for babies to sleep when it is outside of their daily routine. Older children are given a choice of meals to encourage them to try new healthy food. This supports children's emotional well-being and increases their confidence.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have robust recruitment procedures in place to ensure staff are suitable to work with children. All staff complete mandatory training to ensure their safeguarding knowledge is up to date. Staff have a good knowledge of safeguarding practice, including the reporting procedures. Consequently, they are aware of the procedures to follow should there be any concerns regarding a child's welfare. The managers ensure that daily risk assessments are carried out, including of the forest school and outdoor area. Staff carry out a visit beforehand for off-site trips to complete risk assessments to minimise potential risks. This helps to keep children safe.

## **What does the setting need to do to improve?**

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

- organise the group activities more effectively to better support all children to have the opportunity to engage in challenging experiences
- strengthen the arrangements for supervision for all staff to raise the quality of teaching to a consistently high standard.

## Setting details

<b>Unique reference number</b>	EY553218
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10124879
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Purple Willows Ltd
<b>Registered person unique reference number</b>	RP553217
<b>Telephone number</b>	02039152380
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Purple Willows Sidcup registered in 2017. The nursery operates Monday to Friday, from 7am to 6pm, all year round. There are 16 members of staff. Of these, one is qualified to level 5, eight are qualified to level 3, three are qualified to level 2 and four are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- The inspector completed a learning walk with the manager and deputy manager to understand how the setting and curriculum are organised.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching across the nursery and evaluated the impact on children's learning and development.
- A sample of documentation, including children's assessment records, staff suitability records and nursery policies and procedures, was seen by the inspector.
- The inspector met with the nursery owner and manager to discuss how they support staff and evaluate the quality of provision.

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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