

Wiggly Worms Day Nursery

West Green Learning Centre, Langham Road, London, N15 3RB



Inspection date

7 July 2016

Previous inspection date

15 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Although improvements have been made since the last inspection, staff are at an early stage of implementing these improvements to bring about positive and sustainable change.
- Staff do not plan activities that enable children to develop communication and language and literacy skills consistently well. Leaders' checks on teaching do not quickly identify where improvement is necessary.
- Communication with parents and carers is not effective in ensuring that there is a regular flow of accurate information between the nursery and parents. For example, leaders and managers have not made sure that parents are fully informed and know about the outcomes of the previous inspection.
- Planning for the indoor environment does not make sure children experience a broad range of interesting learning opportunities that encourage their independence.

It has the following strengths

- Since the previous inspection, staff have developed strong links with external professionals, the local authority, and staff at local schools. This supports a collaborative approach to children's well-being and learning.
- Staff make clear their expectations and explain boundaries to encourage children's good behaviour.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
improve systems to monitor practice so that weaknesses are identified and training is targeted to develop the quality of teaching, with particular regard to children's communication and language and early literacy skills	04/08/2016
ensure that parents and or/carers of children who attend on a regular basis are supplied with a copy of the most recent inspection report.	04/08/2016

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

- improve the indoor learning environment to encourage children's interest and independence and so children experience a range of opportunities that cover all seven areas of learning and development.

Inspection activities

- The inspectors observed activities across the nursery and in the outdoor area, and carried out one joint observation together with the provider.
- The inspectors met with the provider, who is also the manager. They looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- Inspectors spoke with staff and children at various times during the day.
- The inspectors took account of the views of parents who spoke to inspectors on the day of the inspection.

Inspectors

Catherine Greene / Sonia Lobo

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has made some positive changes to improve the nursery since the last inspection. External support from the local authority is sought when needed. However, systems to check the quality of teaching in order to identify where improvement is necessary are not fully developed. The arrangements for safeguarding are effective. Staff have developed their knowledge and understanding of safeguarding children and know what to do if they have a concern about a child. All staff take responsibility for risk management. They closely supervise children as they move between the group room and the outdoor area. Team meetings are used to reflect on practice and discuss training. For example, recent training in behaviour management has led to an improvement in the way that staff manage children's behaviour.

Quality of teaching, learning and assessment requires improvement

In some instances, the quality of teaching is effective. For example, children play well together in mixed groups of boys and girls, and staff provide specific activities to promote number problems during outdoor play. Staff observe children so they know what they can do to support them in their next steps of learning. However, assessments of children's development are not precise enough to ensure that planning supports every child's learning effectively. Although children choose where they play, the layout and presentation of some areas indoors means that children have fewer opportunities to access books and equipment to help enhance their early literacy development. This impacts on the progress made by different groups of children so prompt action is taken to close any gaps in learning.

Personal development, behaviour and welfare require improvement

Staff show interest in what children are doing and saying. They involve most children in discussions during play but they do not always engage some of the less confident children effectively especially during large group activities. Staff teach children how to keep themselves and others safe. Children respond well and develop confidence as they successfully balance and climb using large play equipment. Staff provide a range of opportunities for children that reflect and value their diverse backgrounds. Parents say that staff share routines, ideas and children's progress with them so they can prepare children well for their move to school. However, not all parents are fully informed about how well the nursery is doing overall and have not been supplied with a copy of the last inspection report. Staff support children's health effectively. Children learn good hygiene practices and about the importance of exercise and healthy foods.

Outcomes for children require improvement

Children are happy and settled, but they do not make consistently good progress. They show confidence when choosing resources and deciding where they want to play. However, they do not gain good language and communication and literacy skills.

Setting details

Unique reference number	EY448335
Local authority	Haringey
Inspection number	1042218
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	20
Number of children on roll	30
Name of provider	Wiggly Worms Day Nursery Limited
Date of previous inspection	15 January 2016
Telephone number	02088269190

Wiggly Worms Day Nursery is a limited company and registered in 2012. It originally opened in 2008 and became a limited company in 2011. It is situated in the West Green area of Haringey. A maximum of 20 children may attend the setting at any one time. Full-day care is provided from 8am until 6pm for 50 weeks of the year. The setting is in receipt of funding for the provision of free early education to children. It is registered on the Early Years Register only. The Nursery employs seven staff. Two staff including the manager hold qualifications at level 3.

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