

# Bermondsey Community Nursery

Nutmeg House 60 Gainsford Street, Bermondsey, London, SE1 2NY



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 14 March 2018 |
| Previous inspection date | 7 August 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the 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

- Staff are caring and promptly attend to children's needs. They form affectionate relationships with children, giving them the confidence and motivation to explore the resources on offer.
- Staff recognise the importance of parents' involvement in their children's learning and encourage this well to provide continuity. Parents say staff are caring and supportive, and their children have fun at nursery.
- All children make good progress from their starting points. Staff make good use of assessments to monitor children's progress. They successfully identify gaps in children's learning and take action to support them to catch up.
- Children behave very well. Staff work well to support children to develop good self-esteem and confidence. Children learn to take turns, share and to be kind.
- The manager evaluates the nursery accurately. She seeks the views of parents, staff and other professionals. She makes continuous improvements that help to raise the quality of the provision and benefit children's outcomes.

### It is not yet outstanding because:

- At times, some group times are not organised well enough to fully support children's learning and they interrupt children's enjoyment of and involvement in play.
- On occasions, staff do not recognise opportunities to extend children's understanding of mathematical ideas and language to the highest possible level.

## What the setting needs to do to improve further

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

- review the group activities to fully support children's learning and minimise interruptions to their interest in play
- develop staff's knowledge and understanding of how to further extend children's early interest in mathematical language and concepts to the highest levels.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held discussions with the manager, the deputy manager and chair of the committee.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff keep their knowledge of safeguarding issues up to date and are clear about their responsibilities to protect children's welfare. They are clear about the procedures to follow should they have any concerns about a child's welfare. The manager follows a rigorous recruitment and induction process and continues to assess staff suitability. She supports the professional development of staff well. For example, staff have completed training that helps them promote children's communication and language skills. There is good partnership working with professionals and other early years settings children attend, to maintain continuity in children's care and learning. The manager knows when to notify Ofsted about any significant changes.

### Quality of teaching, learning and assessment is good

The manager and staff are well qualified and experienced. Staff interact positively to engage children in play and consistently demonstrate, explain and model play, to help all children develop a positive attitude to learning. They support children's communication skills well, including those who speak English as an additional language and children who have special educational needs (SEN) and/or disabilities. Staff listen attentively and give children plenty of time to speak. They extend children's vocabulary by adding new words, such as 'knead' as the children make play dough. Staff make thoughtful suggestions to support children to be creative and extend their imaginations well. For example, children put on dressing-up shoes and march around the nursery going on a journey to the seaside.

### Personal development, behaviour and welfare are good

The manager and staff work together effectively to create a welcoming, calm and stimulating environment. New children settle quickly. Children benefit from daily fresh air and physical exercise. For example, older children climb and balance with confidence and good coordination. The manager places a high priority on supporting children to follow healthy lifestyles. Children benefit from nutritious, freshly cooked meals and snacks. They develop good social skills as they sit together to eat and talk about their day. Staff encourage children to follow good hygiene routines and use their personal skills. Staff help children to explore their differences and celebrate diversity. Children learn about a range of festivals and access resources that reflect diversity in a positive way. ?

### Outcomes for children are good

Children are happy and confident. All children are progressing well and gaining skills for future learning and their eventual move to school. Children have a positive attitude to learning. They concentrate well on their chosen activities and show persistence. Older children are developing good early literacy skills as they learn to write their name and enjoy looking at books. Younger children's physical development is good.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 107462  |
| <b>Local authority</b>                           | Southwark   |
| <b>Inspection number</b>                         | 1125596   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 1 - 5   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 55  |
| <b>Name of registered person</b>                 | Bermondsey Community Nursery  |
| <b>Registered person unique reference number</b> | RP517606  |
| <b>Date of previous inspection</b>               | 7 August 2015   |
| <b>Telephone number</b>                          | 020 7407 4601   |

The Bermondsey Community Nursery registered in 1994. The nursery opens Monday and Friday from 8am to 6pm all year round, with the exception of the week between Christmas and New Year and bank holidays. The nursery employs nine members of staff, eight of whom hold appropriate early years qualifications at level 3 or above. The manager is a qualified teacher and has a Master's degree in psychology of education. The staff team is supported by a cook. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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