

The Pelican Nursery

173 Kennington Lane, London, SE11 4HG

Inspection date

Previous inspection date

29/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have an passionate approach to their work, with consistent shared values and a good standard of practice. This gives children high levels of consistency.
- Children are developing good communication and language skills because staff are skilled at teaching children to be confident talkers.
- Children benefit from well-established planning and assessment methods, which staff follow to provide activities shaped to children's interests and next steps.
- Children's learning records are very user-friendly, which encourages parents to become partners in children's learning.

It is not yet outstanding because

- There is no current system to support less confident children when their key person is not available.
- Mealtimes are not always well organised as children have to wait a little while before getting their lunch. This causes some children to become a little frustrated.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play inside and outside.
- The inspector and deputy manager carried out a joint observation.
- The inspector talked with staff and held meetings with the deputy manager and the provider.
- The inspector viewed documentation including a representative sample of children's records, the setting's policies and procedures and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Marvet Gayle

Full report

Information about the setting

The Pelican Nursery registered in 2013. It runs from a convert shop in Kennington. Its sister setting is across the road and children transfer to that nursery when they reach the age of two. This setting takes children from three months to two years of age. It is open from 8am to 6pm for 50 weeks of the year. Children have access to an enclosed garden. There are currently 28 children on roll. The Pelican Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are seven members of staff working with the children. Of these, four are qualified to level 3 and three are qualified to level 2 childcare.

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 who are less confident to develop trusting relationships with more than one member of staff, to enable them to feel emotionally secure when their key person is not present
- improve the organisation of lunchtime to lessen children's waiting times and use this as a learning opportunity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to meet the learning and development requirements. Working as a team, they are beginning to establish skills in providing a broad and balanced curriculum, which gives children interesting activities across the areas of learning. Children are becoming independent, active learners who are continuously engaged in purposeful play. As a result, they make good progress given their starting points and capabilities.

Staff are skilled at supporting children's communication and language skills. They talk with children as they play, repeating the words children say, giving them choices and speaking clearly. Staff make the conversations interesting with emotional responses such as showing enjoyment and surprise. For example, when a child explores with paint for the first time, staff are genuinely excited and encouraging. Staff use open-ended questions, which help children to answer in their own words and with their own ideas. Staff also give children time to respond, so they have time to think. This helps children learn a wide vocabulary and become confident communicators. Staff are skilled at maintaining conversations with children in their play. For example, children playing in the garden find a

cup and show the cup to the staff. The staff extend the children's vocabulary saying, 'a blue cup, we drink water from the blue cup' In this way, the children develop a better understanding of the cup, learning the colour and its use. Children enjoy a wide variety of play activities and staff adapt them according to children's interests. For example, they pair children who like messy play with those who like painting. The children are given paper, but staff also allow them to paint their body when they start to show an interest in doing so. Staff are skilled at promoting children's critical thinking and problem-solving skills. They ask questions such as 'What do you think?' and 'What does it do?' to support children in finding their own solutions. They plan good activities and provide sufficient challenge to fully support children's thinking skills. Children enjoy playing with a wide range of materials and media, such as paint, water and jelly. Children have time to show fascination by watching paint on their fingers and to engage with the sensory aspects of play. Books are in a wide range of places both inside and outside so that children can pick them up anywhere. This is good preparation as they develop their fine motor skills needed for early writing and reading skills as they see words in print. This helps them to learn that print has meaning.

Children appear very happy and content in this calm and purposeful environment. They enthusiastically interact with the staff who respond well to both their physical and learning needs. For example, children are excited to play outdoors and staff offer them water regularly to make sure they do not become thirsty. Staff meet with parents when children start at the nursery and parents provide a range of information about children's starting points. Staff then make careful observations of how children play and their levels of development in each area of learning to identify what their next steps might be. Each week, plans include activities to follow children's interests and next steps, taking into account some adult-led teaching. Staff make sure that all aspects of the curriculum are included to provide a balance of activities. This thorough approach means that plans always target children's learning and development needs effectively. Staff write reviews of children's progress, which they share with parents and talk about how children are developing. They give parents ideas to help children's learning at home. Staff evaluate their plans and children's learning so that they can shape and adapt plans for children's needs. Staff track children's learning against expected levels of development so that they can identify any achievement gaps and devise ways to address them. The reviews that staff write also include the progress check for children aged between two and three years old. The tracker shows that children make good progress in their learning and development.

The contribution of the early years provision to the well-being of children

Children are very content as they enjoy warm cuddles and positive interactions from their key person. Parents are welcome to stay with their children to help them settle if they wish. As a result, this helps to support their well-being and sense of security. Young children show good attachment as they confidently explore the environment and know who to go to when they need to be comforted. However, occasionally, less confident children find it difficult to settle when there is a change in key person. There is no clear system to provide less confident children with better opportunities to make attachments

with a 'buddy' key person, in this eventuality.

Staff sit with young children to help them explore items with different textures in treasure baskets. All staff follow the children's home routines so that there is continuity of care between home and the nursery. All children benefit from having opportunities to rest and sleep peacefully if needed, with staff closely supervising them. This means that they promote children's health is well. Behaviour is good and staff act as positive role models. The children learn important lessons, such as waiting and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. The children are developing many important self-care skills. For example, they are able to wash and dry their own hands before, after meals, and after playing outside. The older children receive encouragement to feed themselves, which they take delight in doing as they become independent. However, staff do not always organise this time very well. Some children have to wait before their lunch is ready and as a result, they lose patience and start to become frustrated.

Staff are very good role models for children's safety. They carefully carry out risk assessment of the premises daily and teach children through discussions how to use equipment safely. For example, they explain why two children cannot use the same toy at the same time. Children learn these skills and spontaneously adopt them in later play. Children learn to manage their feelings and express themselves, which helps to build their confidence and self-esteem. Children cooperate in play, share with others, and invite them to join in. Staff give lots of direct praise and encouragement, so children know what they do well. Staff set a calm and purposeful atmosphere, which helps children to engage happily in play. Overall, children acquire good skills to support them in their future learning.

Staff make every effort to effectively prepare children for the next stage in their learning. For example, they ensure that children moving to the site for older children, have short visits so they get to know their new key person and familiarise themselves with the new environment. Staff plan carefully and rigorously, to ensure all the children's needs are fully met. Staff prepare children for this move by developing their independence skills in managing their own personal hygiene and some self-care skills. The staff on the other site often visit this nursery and spend time with the children, which enables them to develop good relationships with the children. Staff discuss the children's learning journal and invite the parents to meet their child's new key person. This is very effective in enabling the children to be confident, secure in their move to a different environment, and prepare them for their future move to school.

The effectiveness of the leadership and management of the early years provision

The leaders and managers have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability before they start work in the setting. Staff understand the robust policies and procedures that guide them and know exactly what action to take should they have concerns about the welfare of a

child. All staff receive training in child protection, and parents receive information about the policies so that they understand staff's responsibilities. Managers plan very effectively to meet the required staff ratios and provide effective support for children. All documentation and record keeping is well organised, which underpins children's well-being. The management team work together to monitor and improve the provision. They analyse the tracking data to identify where groups of children may have achievement gaps and act accordingly to ensure children's rapid progress. Staff have regular supervision and appraisals to support their professional development and appreciate the opportunities they have to attend training. Senior staff act as mentors and share their teaching expertise. This enables staff to be continuously developing their skills. Parents receive a daily handover from staff so they know what their child has been doing that day. They meet with staff regularly to discuss their child's progress. Parents have easy access to their child's records, which give a clear picture of their child's learning journey as it includes pictures and samples of their work. This makes it easy for parents to see how staff are actually helping children develop and demonstrates the good quality of the partnership. Parents notice the changes in their children's abilities and are appreciative of how staff have supported their child's language development, independence and behaviour. Parents also comment on how useful staff are in providing support about what they can do at home with their child to help them continue make good progress. Staff are beginning to make well-established professional links in the area. They work with the local authority staff to support them in ensuring they are providing an environment that will successfully promote children's learning and development. This helps staff and parents to give consistent support to children. The management team demonstrates high aspirations for the nursery. They have developed informative self-evaluation practices, with the input of staff, parents and children. They are a reflective team. For example, they have recently added extra staff to the early shift, after listening to parents. They risk assess and evaluate the impact of the buggies crowding the foyer. As a result, the area is now more comfortable for children and parents. The provider sets clear targets to drive improvement. For example, he is currently looking at ways to develop the garden area to improve children's experiences outside. The staff team evaluate their practice accurately and carefully to identify areas for further improvement. They welcome feedback from parents through questionnaires, general discussions and parent committee meetings. Parents are very complimentary about the setting and state that the staff are very friendly and helpful and that their children enjoy attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY473768
Local authority	Lambeth
Inspection number	949832
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	28
Name of provider	The Pelican Nursery Limited
Date of previous inspection	not applicable
Telephone number	02078206600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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