

Union Grove Community Nursery

Christchurch Community Hall, 41 Union Grove, Stockwell, London, SW8 2QJ



Inspection date

Previous inspection date

11 March 2015

28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff make amazing giant props to bring books to life for children. This helps children to recall favourite characters in stories and inspires them to read more.
- Babies quickly become confident crawlers and walkers in the safe and well laid out toddler-friendly spaces of their room. Staff encourage them with smiles and cuddles as well as words of praise.
- Staff make good use of the nursery's outdoor space and the nearby park to enrich children's learning. Children chatter about their families, travel and the world around them as they walk to the park.
- The committee and managers successfully tackled all areas identified for improvement at the last inspection and an action plan is in place to support further improvement in the learning environment.
- Children are well prepared to move on to school as they are confident communicators and have good social skills. They join in with others and take turns easily.

It is not yet outstanding because:

- Not enough parents are fully involved in helping their children to continue learning at home.
- Staff are not as confident in talking to children about mathematical ideas such as shapes as they are in counting, or setting number problems.

What the setting needs to do to improve further

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

- consider different ways of helping more parents to be routinely involved in supporting their child's learning at home
- develop staff's confidence to use mathematical language in a range of different activities so children become familiar with a wide range of terminology.

Inspection activities

- The inspector observed activities in all areas of the nursery and outdoors. She spoke with staff and children at appropriate times during the day.
- The inspector had discussions with the manager and discussed policies, procedures and records kept by the nursery, including those for the safe recruitment and selection of staff.
- The inspector toured all areas of the premises and visited the garden used at the nearby church.
- The inspector carried out a joint observation of an activity for three- and four-year-olds with the manager.
- The inspector talked with a number of parents and took account of their written comments.

Inspector

Christine Davies HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have consistently high expectations for the children in their care and do all that they can to encourage each child in their learning and development. They create a vibrant environment, with cosy book corners, mark making materials, natural and everyday objects, which entice children to try out activities. Parents are reassured by the warm, soothing words and attention that staff give their children. New children, including the many who speak English as an additional language, settle in quickly. Staff plan inviting activities to suit children's interests, for example building big block towers together, but do not always introduce the helpful mathematical terms such as 'taller' or 'shorter' during play. Older children thrive on the nursery routines. They serve themselves and help others at shared lunch-times. They have the typical skills expected for their age but really excel in conversation and recalling stories by the time they are ready to move on to school.

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

The key person system ensures that staff work closely with parents to understand each child's needs and get prompt help for those with additional needs. Parents contribute regularly to the assessment of their child's progress and some help with events in the nursery. Too few parents take up the nursery's suggested activities to extend children's learning at home. Relationships between families and the nursery develop strongly, often over a long period of time. Families often return with their second and third children. This bond gives children a strong sense of belonging and builds their self-confidence and self-esteem. Managers and staff act as good role models. They show kindness in their interactions with each other, which children adopt in their own attitudes and behaviour. They wait patiently and help each other to remember the rules to keep themselves safe as they get ready to go out to the park. Light snacks and freshly cooked meals give children a sound introduction to healthy eating. Babies are introduced gradually to new staff and a new room to support moves within the nursery.

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

The manager has a secure understanding of how children learn and develop. She skilfully leads the staff team in planning a wide variety of learning experiences, which helps children make good progress. Staff meet with the manager for regular supervision. The manager ensures that practice in the nursery is good and helps less confident staff to improve their practice through her coaching, for example to introduce more mathematical language during play. Safeguarding and risk assessment procedures are in place and implemented by all staff. Staff have access to a good range of professional development courses and keep essential paediatric first aid and safeguarding training up to date. Leaders and managers build links with the local children's centre to help children access specialist support, such as speech therapists. Parents are a strong influence in setting parents is strong as their views are influential in the nursery's plans for the future.

Setting details

Unique reference number	144726
Local authority	Lambeth
Inspection number	1008001
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	17
Name of provider	Union Grove Community Day Nursery Committee
Date of previous inspection	28 April 2014
Telephone number	0207-622-3194

Union Grove Community Nursery registered in 2000. It is one of two nurseries run and managed by a committee of parents. The nursery operates from a two-storey converted building. Children have access to an enclosed outdoor play area. The nursery is open from 7.45am to 6.00pm, Monday to Friday, all year round. The nursery is registered on the Early Years Register. There are currently 17 children on roll. The nursery supports disabled children and those with special educational needs. The nursery also support children who speak English as an additional language. Currently eight full- and part-time members of staff, including the manager and two support staff, work with the children. Of these, three members of staff hold relevant National Vocational Qualifications at level 3. The manager has a Bachelor of Arts Honours Degree in Early Years and Education.

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