

St Olave's Nursery

Church Walk, Streatham Vale, London SW16 5JH



Inspection date

18 August 2015

Previous inspection date

20 August 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

- Children skip eagerly into the nursery when they arrive as they are keen to see their friends. They quickly choose their own activities from the wide range of interesting resources available, according to their current interests.
- Staff take every opportunity to talk with children, extending their knowledge of the world, their mathematical skills and vocabulary. They hold meaningful conversations that challenge children's thinking by asking questions such as 'why' and 'what will happen if?'
- The key persons take time to find out about the children's interests and home lives. They use this information sensitively to develop activities which make children feel valued as individuals and promotes respect within the nursery for different cultures.
- All children make good progress from their starting points as learning is personalised for each child. Those who need additional support are quickly identified and professional help sought promptly when needed.
- The small staff team work well together and bring a range of skills and strengths to the nursery. The manager monitors provision continuously and immediately tells staff how to improve their practice. This approach ensures teaching is consistently good.

It is not yet outstanding because:

- Reviews of the progress made by specific groups of children are at an early stage of development.
- The nursery has not succeeded in encouraging all parents to support their children's learning at home, and accurately recognises this is an area for development.
- Focused group activities are well-designed to support children's learning but, on occasions, lose their impact for the children they are intended to support, as too many children are allowed to join in.

What the setting needs to do to improve further

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

- improve monitoring of the progress made by groups of children across the nursery so that any differences between specific groups are identified and information used fully when planning for learning
- implement additional strategies to engage all parents and encourage them to support their children's learning at home
- review the organisation of focused-group activities so that these are even more effective in supporting children's learning.

Inspection activities

- The inspector observed teaching and learning activities in both rooms and outdoors.
- The inspector spoke with staff and children at appropriate times during the day.
- The inspector held a meeting with the manager, who is also the provider.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken with during the inspection.
- The inspector reviewed a range of documentation, including records of children's learning and development, staff records, evidence of checks on the suitability of staff and their qualifications and a sample of policies and procedures including the setting's safeguarding policy.

Inspector

Marian Pearson HMI

Inspection findings

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

Staff make careful observations to identify what children can do. They use this information skilfully to plan small group activities that are well targeted to support individual children's next steps in learning. Staff make good use of all opportunities to extend children's critical thinking. For example, a torn tail on a tiger outfit, leads to thoughtful discussions about why a tiger needs a tail. Babies, transferring pasta pieces between pans, are well supported in their learning as staff encourage them to listen to the sounds and count the pieces. Children select their favourite books for staff to read. This helps toddlers to join in enthusiastically as they remember the noises the animals make. Staff give children lots of encouragement in their learning so children are keen to practise their writing and computer skills, and develop their creative talents. Occasionally, planned activities are not effective as staff allow too many children to participate at the same time. Children benefit from daily outdoor play. Staff teach them how to climb, ride scooters, throw and catch balls and develop their coordination skills. Older children are well prepared for school. They talk confidently, listen attentively and wait to take their turn during group sessions.

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

The nursery provides a happy and relaxed environment. Staff offer lots of positive encouragement and praise children's achievements. Children demonstrate their secure sense of well-being as they confidently move around the nursery and readily engage with visitors to the setting. The nursery generates a strong sense of community. Children share their news when they arrive, take responsibility for wiping tables after baking and check other children are not hurt if they tumble. Staff regularly extend children's understanding of keeping healthy and safe during everyday activities. Children know they need some shade when it is hot, how to evacuate the building safely in case of fire and why it is important to mop up water spills. Behaviour is well managed. Staff encourage children to work out their own solutions to arguments. For example, two-year-olds resolve both wanting to play with the same ball when one suggests they should play with it together.

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

The manager has a secure understanding of the learning and development requirements and how to keep children safe. She ensures staff have an up-to-date understanding of safeguarding issues so they are confident about the procedures to follow if they have concerns about a child. Recent inclusion training has enabled the manager to identify and seek help promptly for children who need additional support. She understands well the setting's strengths and what still needs to improve. Staff feel fully consulted about the running of the nursery through weekly team meetings, when children's progress is also monitored. The manager assesses the progress made by different groups of children informally, but this work is at an early stage. Parents speak positively about the nursery. They share information about their child's development when they start but the nursery recognises more could be done to help parents support their children's learning at home.

Setting details

Unique reference number	EY418218
Local authority	Merton
Inspection number	1017532
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	19
Name of provider	St Olaves Educational Centre Ltd
Date of previous inspection	20 August 2014
Telephone number	0208 6790222

St Olave's Nursery opened in 1999 and was re-registered in 2010. It operates from a church hall in Streatham Vale. The nursery is open from 7.45am. to 6pm, Monday to Friday for 51 weeks of the year. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Four members of staff work at the nursery. All staff hold a relevant childcare qualification, including one staff member who holds qualified teacher status. The nursery receives funding to provide early years education for children aged three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

