

James Kane Day Nursery

James Kane Nursery, Tyers Terrace, London, SE11 5LY



Inspection date

10 August 2015

Previous inspection date

9 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 complete detailed summaries of children's progress using their observations. These are accurate and precise and enable children to make good progress from their starting points.
- Children have free access to a wide range of good quality toys and resources. This helps them to explore the environment freely and develop independence.
- Children develop positive attitudes towards others. For example, they learn about differences and similarities and join in activities that promote their individuality.
- Staff have a good understanding of what would constitute a safeguarding concern and what they should do about any concern they may have. The manager ensures that staff are suitable to work with children through the use of good recruitment and induction processes.
- Good links with local schools and other professionals mean that the setting shares information about children's achievements effectively. This helps to maintain continuity for children's care and learning.
- Systems for evaluating the setting's strengths and areas for improvement include the views of children and parents, and staff use these to full effect in their planning.

It is not yet outstanding because:

- On occasion, staff interrupt children's play and learning in order to ask them to join a group activity such as circle time.
- Staff do not always strengthen children's understanding of managing their own behaviour further by explaining to them why certain behaviours are not acceptable.

What the setting needs to do to improve further

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

- continue to review the routines of the day so that children's play and learning are not disrupted when they are fully engaged in activities
- strengthen children's understanding of the importance of acceptable behaviour so that children have a secure understanding of right and wrong.

Inspection activities

- The inspector observed activities in the main playroom and in the park.
- The inspector held meetings with the manager of the setting and undertook joint observations with her.
- The inspector looked at children's assessment records and planning documentation, as well as a selection of policies.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the views of parents in the nursery's parental survey.

Inspector

Zalihe Mehmet-Emin

Inspection findings

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

Staff plan activities that follow children's interests and suggestions and this challenges their learning. Older children excitedly explore painting activities to develop their creative skills. For example, they actively describe their drawings, linking them to their favourite stories, and use their imaginations to eagerly retell their own version of the story. This helps to promote their communication, language and developing literacy skills. Children are very proud of their achievements; they start to recognise and practise writing their names with careful support from staff. This means, children develop early reading and writing skills, which help prepare them for their next stage of learning and readiness for school. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments helps to ensure staff support children's learning effectively.

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

The good key-person system helps build children's positive relationships with staff. Staff know the children well and offer children cuddles, praise and consistent reassurance, especially with children who are less confident and in need of support. This helps promote their emotional well-being and, as a result, children feel safe and secure. Children are active and engage in physical play in both the garden and while on outings to the park. Staff challenge children's developing physical skills and encourage them to take appropriate risks. As a result, children develop confidence during new and unfamiliar situations. This means children develop good social skills and learn to manage problems. Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.

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

The manager and staff are well-qualified; they have a good understanding of how children learn and develop. They use their skills and experiences to offer children good quality care and learning. This has a positive impact on the overall effectiveness of the setting because they understand the requirements of the Early Years Foundation Stage well. The staff team works well together and shares their knowledge and experience. The manager recognises this and makes good use of staff's individual skills to improve the care and teaching children receive. Recent training on communication and language has improved the way staff interact and develop children's language and early writing skills. As a result, children make good progress and are confident speakers. The manager continually strives to improve the provision and teaching through proactive monitoring of children's progress. This means that early intervention and effective partnerships with others have a positive impact on children's learning and development outcomes.

Setting details

Unique reference number	144685
Local authority	Lambeth
Inspection number	836695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	19
Name of provider	Lighthouse Education Service Committee
Date of previous inspection	9 February 2011
Telephone number	0207-820-0054

James Kane Day Nursery opened in 1994 and operates from purpose-built facilities that are attached to the Apostolic Church situated in Kennington, in the London Borough of Lambeth. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently nine members of staff, including one apprentice. The manager has a degree in Childcare and Education and has Early Years Professional Status. The staff who work closely with the children hold recognised childcare qualifications to National Vocation Qualification level 2 and above.

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