

Seedlings Day Nursery

9-11 Firs Close, Forest Hill, London, SE23 1BB



Inspection date

1 October 2015

Previous inspection date

5 November 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| 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

- The key person system is successfully embedded in staff practice. Children's individual care needs are met effectively and relationships between children and staff are strong. Staff move to new group rooms with children, creating a seamless transition where children are supported exceptionally well and settle quickly.
- Parents' are highly engaged in their children's learning and the life of the nursery as staff provide varied and innovative ways to involve parents and promote effective partnerships.
- Children become independent learners as they freely explore and learn through exciting experiences in the vibrant learning environment. Children are well behaved. They follow well-established daily routines with ease and are well prepared for the next stage in their learning, including school.
- Effective induction, regular supervision, meetings and training ensure staff develop consistent teaching practice and share a clear vision and aspirations for the future.
- The quality of teaching is consistently good across all group rooms. Staff plan a broad and balanced curriculum. As a result outcomes for children are good and they make progress in all areas of learning.

It is not yet outstanding because:

- Systems to monitor how well groups of children who attend the nursery are progressing are not yet established.
- Staff do not always notice when a few resources are getting worn.

What the setting needs to do to improve further

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

- strengthen methods of self-evaluation by developing systems to monitor the progress made by different groups of children in order to identify and close any differences in achievement.
- extend the use of risk assessments to identify any worn toys and equipment to ensure the quality of resources are maintained well.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outdoors
- The inspector has a tour of the premises.
- The inspector had discussions with the provider, staff, parents and children.
- The inspector conducted a joint observation with the provider
- The inspector observed a range of required documentation and children's development records.

Inspector

Josephine Geoghegan

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a clear understanding of safeguarding procedures and implement these effectively. Providers monitor the provision well through self-evaluation and show a strong capacity for continuous improvement. They take prompt action when any concerns are raised; for example, methods of recording recruitment and vetting procedures have recently been updated. Providers have successfully met the actions raised at the last inspection by regularly monitoring the educational programme, assessments and planning. This provides a sharper focus on children's interests which staff build upon in their planning. Good systems are in place to monitor children's individual progress from their starting points, although the methods of evaluating how well different groups of children are progressing is in its infancy.

Quality of teaching, learning and assessment is good

Staff successfully promote children's communication and language skills during play. They engage children in meaningful conversations which capture their interest and extend their learning well. Staff provide well planned group times where children use home-made story sacks and actively join in with key words of the story and have fun using the props, for example younger children enjoy putting the teddy on the potty. Staff further promote communication by using Makaton signs when they sing songs to which babies happily babble and jig along. High quality forest school activities enable children to gain hands on experiences of nature. They carefully handle worms and talk about the differences in their shape and size and know that worms like the shade. Children call out key words as they excitedly anticipate the story as staff read the book about a super-worm. Older children learn about letters and sounds as they identify the name cards that they find hidden in the sand.

Personal development, behaviour and welfare are good

Children develop their awareness of healthy eating as they enjoy sociable mealtimes with staff and serve their own foods. They join in regular cooking activities with the nursery chef and take home the recipe card so they can continue their learning at home. Babies daily routines and children's individual dietary needs are met effectively as staff work well with parents to promote consistency of care. Children's good health is further promoted through regular physical exercise in all weather, including activities with the sports coach in the covered outside play area. Children's sense of belonging is successfully enhanced, for example through regular outings in the community and photographic displays of children and their families.

Outcomes for children are good

New children settle well and staff make observations to establish their starting points. Ongoing assessments show that children are making good progress overtime in all areas of learning as they move through the nursery and prepare for school. Key persons show a clear understanding of children's learning needs. As a result children thrive and are interested to learn.

Setting details

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| Unique reference number | EY287094 |
| Local authority | Lewisham |
| Inspection number | 1017500 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 49 |
| Number of children on roll | 66 |
| Name of provider | Seedlings Day Nursery Ltd |
| Date of previous inspection | 5 November 2014 |
| Telephone number | 020 8291 3344 |

Seedlings Day Nursery has been registered since 2004. It is located in Forest Hill, in the London Borough of Lewisham. The group operates from a self-contained building. Children have access to an enclosed outdoor play area. The nursery is open five days a week throughout the year. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 20 members of staff, of whom 16 have a recognised early years qualification. Two staff have Early Years Professional Status or Qualified Teacher Status.

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