

# Lee Park Nursery and Preschool

50 Old Road, Lewisham, London, SE13 5SR



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|--------------------------|------------------|
| <b>Inspection date</b>   | 14 November 2016 |
| Previous inspection date | 22 April 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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

- Children have good opportunities to make choices in their learning and develop their independence. They are happy, confident and ready to learn through play. They make good progress from their starting points.
- Staff develop effective partnerships with parents. They regularly share information about children's achievements and offer ideas to support children's learning at home to help provide continuity.
- Staff know their key children well and place a strong emphasis on nurturing their emotional well-being and self-esteem. Children are well prepared for their future learning, including starting school.
- Children are confident communicators. Staff use a wide range of highly effective teaching strategies to develop children's speaking and listening skills.
- The manager uses good recruitment, induction and monitoring procedures to ensure that all staff are suitable and able to carry out their roles effectively. Staff benefit from good opportunities to develop their practice further to improve children's learning.

### It is not yet outstanding because:

- Occasionally, some staff are not effective at responding promptly to children's emerging interests to extend their play and learning even further.
- Staff do not make the best use of all areas of the learning environment to support children who learn best outside.

## What the setting needs to do to improve further

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

- consider ways to encourage staff to respond more quickly to children's emerging interests and extend their play even further
- develop the organisation of some aspects of the environment further to create more learning opportunities, particularly for those children who learn best outside.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and held discussions about children's progress.
- The inspector held meetings with the management team, and looked through sample documentation, such as policies, staff suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of children's learning and development records.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors the progress of the different groups of children very well. For example, she identified that older children's handwriting skills could be improved. She developed staff's knowledge of how to support this area and now all children acquire very good handwriting skills ready for starting school. Self-evaluation is precise. The views of parents and children are continuously sought to help improve practice. Staff have built good links with the local schools and are successful in supporting children's move to primary school. Safeguarding is effective. Staff have a suitable knowledge of the safeguarding policy and procedures. They are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm.

### Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments to help them plan for children's next steps in learning. They encourage children's physical development well. For example, babies move around freely in the spacious learning environment, emptying containers and transporting resources. Staff extend this further by providing interesting activities such as exploring sand and climbing obstacle courses. Varied opportunities for children to develop their literacy and mathematical skills are available throughout the nursery. For example, babies and younger children enjoy making marks. Older children write their own rules and label resources and equipment. They also use the calculator to solve simple mathematical problems, such as adding and subtracting

### Personal development, behaviour and welfare are good

The nursery is welcoming and, overall, staff provide interesting resources to support children's learning. Staff teach children to be kind and respect each other. They remind them to share and take turns. This contributes positively to children's behaviour. Staff support children's independence well. For example, young children learn to serve their meals and practise eating with forks and knives. Children learn about their own and other people's similarities and differences. For example, they celebrate festivals from other cultures and staff provide opportunities for children to see and use their home language.

### Outcomes for children are good

There is clear evidence that all children, including those who have special educational needs, are making good progress in their learning. Children are imaginative and curious learners. For example, babies show good concentration while painting with different objects, such as cars and pretend food. Older children embark on a science experiment to investigate what happens when water is mixed with paint and flour. Children are sociable, polite and form good relationships with each other. They are well prepared for their next stage of learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY411644  |
| <b>Local authority</b>                           | Lewisham  |
| <b>Inspection number</b>                         | 1062382   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 54  |
| <b>Number of children on roll</b>                | 80  |
| <b>Name of registered person</b>                 | Bright Horizons Family Solutions Limited  |
| <b>Registered person unique reference number</b> | RP901358  |
| <b>Date of previous inspection</b>               | 22 April 2013   |
| <b>Telephone number</b>                          | 0208 318 1333   |

Lee Park Nursery and Preschool registered in 2010 under Bright Horizon Family Solutions Ltd. The nursery is located in Lee in the London Borough of Lewisham. The nursery is open each weekday from 8am to 6pm all year, except for bank holidays and one week at Christmas. The nursery employs 20 staff. Of these, two members of staff hold qualified teacher status and 10 hold appropriate childcare qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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