

Inspection date	12 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider offers a stimulating and welcoming environment. Children are happy and enjoy their time there.
- Staff make regular observations and assessments to plan for children's next stage in learning. Children make good progress and, in some areas, better than typical for their age.
- Staff effectively support children's mathematical development. For example, they use a wide range of vocabulary to develop children's knowledge further, such as 'prism', 'cuboid' and 'cylinder'.
- Staff complete thorough risk assessments, which help identify and minimise any hazards in the environment.
- The provider supports her staff well. For instance, she observes their practice, identifies training needs and provides regular meetings. This helps develop their teaching skills.
- Staff provide clear guidance to help children manage their behaviour. For example, they remind them about sharing and playing nicely together.

It is not yet outstanding because:

- Staff do not consistently give children enough time to think through and find their own solutions as they play.
- Staff do not make the most of opportunities for children to learn about the diversity of each other's backgrounds and people's differences.

What the setting needs to do to improve further

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

- build on opportunities to consistently encourage children to think about and develop their own answers and ideas
- increase opportunities for children to experience and learn about other people's similarities and differences.

Inspection activities

- The inspector held a meeting with the provider.
- The inspector observed the quality of staff's teaching and the impact this has on children's learning and development.
- The inspector completed a joint observation with the provider.
- The inspector spoke to parents and children during the inspection.
- The inspector viewed a range of documentation, including staff's suitability checks and qualifications.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

The provider monitors children's progress well, which helps identify any gaps in development early. She successfully works with other professionals to aid children's specific learning needs. The provider uses the views of parents and staff to evaluate her service. This helps develop the quality of the provision and provide better outcomes for children. Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. This helps keep children safe from harm. They know what to do if anything affects their suitability to care for children. Parents comment they are very happy with the service the nursery offers.

Quality of teaching, learning and assessment is good

Staff successfully support children's learning and development. They encourage their communication and language well. For example, staff engage them in conversations and introduce colours to help extend their vocabulary. They develop their imaginary play. For instance, staff sensitively join in with children's role play, which helps to keep their motivation and interest in their learning. Staff effectively support children's understanding of routines. For example, they use a visual timetable to talk through the events of the morning. They build children's confidence in their own abilities, such as providing positive praise and encouragement. Staff offer regular opportunities to involve parents in their children's learning. For instance, they have daily discussions, share development folders and invite them to open days. This helps provide a consistent approach in meeting children's individual development and care needs.

Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with staff. For example, they are confident to share their ideas with adults about activities they would like to play with. Staff successfully develop children's understanding of healthy lifestyles. For instance, they talk to them about the effect of healthy food on their bodies. Staff provide daily opportunities for children to be physically active, such as using bikes and scooters in the outside space. They develop their independence well. For example, children butter bread and grate cheese for their sandwiches.

Outcomes for children are good

Children gain skills they need to be ready for their move to school. For example, they use scissors to cut materials and walk across balancing equipment, which helps their physical development. Children successfully progress with their literacy skills. For instance, they sound out letters and identify words that start with the same sound. Children develop their creative skills, such as using a wide range of materials and textures.

Setting details

Unique reference number	EY483745
Local authority	Bexley
Inspection number	996461
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	20
Name of registered person	Catherine Bernadette Cooper
Registered person unique reference number	RP516914
Date of previous inspection	Not applicable
Telephone number	07792826586

Albury Nursery registered in 2014 and operates in the London Borough of Bexley. The nursery operates Monday to Friday from 9.30am to 12.30pm during term time only. There are four members of staff, all of whom hold appropriate childcare qualifications at level 2 or level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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