

Clive Hall Day Ltd

52 Clive Road, London, SE21 8BY



Inspection date

9 August 2017

Previous inspection date

19 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 demonstrate fascination in their learning. Staff follow the interests of children and provide activities they know will engage them. For example, in the toddler room, after noticing the children's interest in dinosaurs, staff gave the children toy dinosaur eggs. Young children talked excitedly about which dinosaur may 'hatch' from each egg.
- Staff develop very strong relationships with children and parents. Children settle quickly when they start at the nursery. Staff in the baby room are particularly skilful at helping children and parents feel comfortable and at ease. This helps to support children's emotional well-being.
- Leaders have a good insight into the quality of practice in the nursery. They provide many opportunities for the professional development of the staff and continually strive for improvements in the quality of teaching and learning.
- Overall, staff collect detailed information about children's learning and identify how they can support them to make progress. Children make good progress from their starting points and are well prepared for the next stages in their education.

It is not yet outstanding because:

- Leaders do not routinely use the detailed information that they collect about children's progress to ensure that their teaching supports children to make rapid progress in all areas of learning.
- Some staff do not consistently use behaviour management strategies to help children work together as part of a group. This sometimes results in children becoming less engaged and losing interest.

What the setting needs to do to improve further

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

- use the information from tracking children's progress to strengthen teaching and help children to make more rapid progress in all areas of learning
- ensure that behaviour management strategies are used consistently so that all children can contribute during activities.

Inspection activities

- The inspector observed the quality of teaching during a range of activities in each room and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the quality assurance and performance manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector reviewed a sample of written policies and other documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with children and staff, and held a meeting with the leader in charge on the day.

Inspector

Matthew West

Inspection findings

Effectiveness of the leadership and management is good

Leaders provide a safe, secure environment in which children can play and learn. They effectively monitor the quality of care that the staff provide. They use the feedback to support future development and training needs. For example, staff use training to observe and evaluate each other's practice and now support one another's development. Safeguarding is effective. Staff have a good understanding of child protection procedures and what to do if they are worried that a child may be at risk of harm. This helps them to support children's welfare effectively. Managers use a variety of strategies to collect the views of parents to feed into their self-evaluation. Parents are very positive about the nursery, particularly about the care provided for their children.

Quality of teaching, learning and assessment is good

Staff have high expectations for children's achievements. They share information with parents before children start and observe children's interests and skills. This helps them to provide a stimulating learning environment. Babies receive good support to develop their communication and language. For example, staff sing songs using the babies' names and praise children as they respond. Older children make predictions and learn about how materials change. For example after discussing volcanoes, children combine baking soda and water and predict whether their 'volcano' will erupt or if they need to add more ingredients. Children express delight as their volcano 'erupts'. Staff help children to develop early literacy skills, to help prepare them for reading in the future. For example, children are encouraged to identify rhyming words. Staff note the progress that children make and regularly update parents on their child's progress, to keep them well informed.

Personal development, behaviour and welfare are good

Children demonstrate pride in their achievements. For example, in the toddler room children smile broadly as staff compliment them for correctly naming different dinosaurs. Children generally follow the staff's high expectations of behaviour and demonstrate self-control. Children have opportunities to be physically active inside and outdoors. For example, children take advantage of being outside on a rainy day, as they mix sand with the rain to make 'mortar' to build a wall of play bricks. When the rain becomes heavier, staff bring the activity inside for the children to continue to enjoy. Staff encourage healthy eating. Older children make choices about which fruit they would like for a snack and peel their own fruit. Babies are encouraged to feed themselves under the watchful eyes of staff.

Outcomes for children are good

All children make good progress. Older children make particularly good progress in communication and language. For example, they demonstrate a wide vocabulary using words such as 'similar', 'lava' and 'rhyming'. Babies make very good progress in their physical development and their personal and social development. For example, babies readily crawl to be with their key person and join in with activities.

Setting details

Unique reference number	144095
Local authority	Lambeth
Inspection number	1089675
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	65
Name of registered person	Clive Hall Day Nursery Limited
Registered person unique reference number	RP905441
Date of previous inspection	19 March 2015
Telephone number	020 8761 9000

Clive Hall Day Ltd opened in 1998. It operates from a converted church hall in Dulwich, London. The nursery currently receives funding for free early education for children aged three and four years. It opens five days a week from 8am to 6pm, for 51 weeks a year. The provider employs 17 members of staff, including the manager. Of these, 16 staff hold relevant early years qualifications, 11 of whom hold qualifications at level 3 and one holds qualified teacher status.

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