

# Elizabeth Terrace Pre-School & Day Nursery

18-22 Elizabeth Terrace, Eltham, London, SE9 5DR



## Inspection date

16 November 2017

Previous inspection date

8 April 2015

<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

- The members of the leadership and management team work together effectively to evaluate the quality of the service. They regularly seek feedback from parents and address identified priorities well. This helps them to maintain good standards of care and learning.
- Staff provide a variety of opportunities for children to develop good literacy skills. Children develop a strong interest in books and practising their early writing skills from an early stage. This contributes to the good progress that they make in their learning.
- Leaders provide staff with regular and effective support. This helps to enhance their teaching practice and professional development.
- Staff supervise children well as they move smoothly between activities. They implement policies effectively to help assure the safety and security of the children in their care.
- Staff form good relationships with children and know them well. Children's moves into nursery, and between rooms, are well managed and most children quickly settle into new routines. Staff encourage children's good emotional well-being.

### It is not yet outstanding because:

- Although there are good systems to monitor the learning of individual children, processes to identify the progress made by different groups of children are less well developed.
- Information shared with parents does not always help them to understand how children's learning can be further supported at home.

## What the setting needs to do to improve further

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

- refine the systems used to monitor children's learning so that the progress made by different groups of children can be more easily identified
- extend the information shared with parents so that they are clear about the strategies used to support children's learning and are better able to support children at home.

### Inspection activities

- The inspector reviewed documents, including children's learning records, staff records and documentation relating to children's safety and health.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector assessed the quality of interactions between staff and children, and the impact of these on children's learning.
- Discussions were held with staff at appropriate times.
- The inspector considered the views of parents during the inspection visit.

### Inspector

Kareen Anne Jacobs

## Inspection findings

### Effectiveness of the leadership and management is good

The members of the leadership team work well together to make continual improvements. They consider feedback from external partners when addressing areas for further development. For example, staff provide natural materials more often during activities. Safeguarding is effective. Staff complete training to increase and update their knowledge about safeguarding matters. They know how to identify potential risks to children and whom they should report to, should the need arise. Robust arrangements are in place to help keep children safe and secure. Staff are vigilant and implement risk assessment procedures well. For example, staff in each room regularly record the numbers of children and visitors throughout the day, including when arriving and departing from the nearby outdoor play area.

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

Staff provide children with a range of activities to make marks or practise their writing skills as they play and learn. For example, pre-school children help to carry out risk assessments by indicating on clipboard checklists whether floors are slippery or gates are shut. Staff help babies to develop an understanding of number, such as when they count the number of skittles outdoors. Staff help children to develop a good awareness of their natural environment. For example, they use leaves to gently stroke the hands of toddlers and speak with them about how this experience feels. Staff regularly observe, and accurately assess, the progress of individual children. They identify when children need additional support with their learning and update parents with their progress.

### Personal development, behaviour and welfare are good

Staff help children to develop strong attachments with their key person. For example, pre-school children seek out staff and show them the models that they make. Staff respond well to the needs of babies and toddlers. For example, staff recognise when children are tired and quickly settle them down to sleep. Children develop good self-care skills, such as when they pour their drinks and scrape their plates at mealtimes. Staff provide activities that children engage with and enjoy. They play alongside children, speak to them about what they do and add resources to extend their learning. For example, staff encourage children to use their imaginations as they role play with them in the 'ticket office', and introduce counting as children pretend to pay their fares. Children act out their personal experiences, play together well and develop good social skills.

### Outcomes for children are good

Babies bounce their bodies and dance as they listen to familiar nursery rhymes. Children learn how to look after living things and eat healthily. For example, they grow courgettes for their nursery meals. Toddlers develop their physical skills, such as when they carefully balance as they come down the garden slope. Pre-school children develop their literacy skills and play cooperatively, for example, during shopping list games. Children become motivated learners who are keen to show their achievements to others. They are well prepared for the next stages in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY263363
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1091730
<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 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	8 April 2015
<b>Telephone number</b>	0208 294 0377

Elizabeth Terrace Pre-School & Day Nursery registered in 2003. It operates in Eltham, in the Royal Borough of Greenwich. The nursery opens from 7.30am to 6.30pm. The nursery is in receipt of funding to provide free early education for children aged three and four years. The provider employs 20 members of staff, 19 of whom work directly with the children. Of these, 15 staff hold qualifications at level 3 or above and one holds a qualification at level 2.

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