

Destiny Kids Nursery

Copleston Centre, Copleston Road, London, SE15 4AN



Inspection date	19 January 2018
Previous inspection date	25 January 2017

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

- Staff provide a range of opportunities to help stimulate children's curiosity to explore different materials, such as sand, water, clay, corn flour and play dough. They help them to build on their creativity well. For instance, older children experiment with pouring water into a funnel and observe eagerly as it flows through a tube into a bucket.
- Young children settle well at the nursery. Key persons are attentive to their needs and they help them build secure emotional relationships. Parents express positive views about the 'caring staff'.
- Staff support children well to help them build on their mathematical development. Older children confidently identify numbers of personal significance, such as their ages. They show a good understanding of quantities. For instance, they state that '16 is bigger than 10'. Children develop skills that help to prepare them for their move to school.
- The manager takes on board feedback from parents, staff and other professionals to help evaluate the provision and to plan for improvements. Regular supervision, training and support for staff has helped her to raise the quality of teaching, since the previous inspection, to achieve good standards in children's learning and care.

It is not yet outstanding because:

- Staff do not make full use of all opportunities to help children to learn to do things for themselves so that they build on their independence further.
- The manager has not fully developed processes to review the progress made by different groups of children.

What the setting needs to do to improve further

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

- make full use of all opportunities to help children learn to do things for themselves, so they build on their independence even further
- strengthen processes to monitor the progress made by different groups of children and use this information effectively to enhance the provision and children's progress further.

Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector carried out a joint observation with the manager and assessed the arrangements for staff supervision and support.
- The inspector took account of the views of staff, parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the manager at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff deploy themselves well to meet children's needs effectively and ensure their safety. Managers and the staff understand their responsibility to protect children in their care. Staff understand how to identify and refer concerns for children's welfare. Staff assess and track individual children's progress regularly, which helps them to identify and address any gaps in their learning and help them catch up. Although they do not currently have any children who have special educational needs (SEN), lead staff have had training to identify any potential concerns in children's development at an early stage. The manager establishes close links with other providers and shares information effectively with them to help support positive experiences for children who move to school.

Quality of teaching, learning and assessment is good

Staff use effective teaching strategies to help children build on their understanding of the world and learn to value people's differences. For instance, as children play with toy models of disabled people, they talk to children about being helpful and being 'their friend'. They help children learn through meaningful conversations. For example, they discuss previous experiences of meeting disabled people and children learn to ask and answer questions to clarify their ideas. This also helps to support their communication and language development. Staff support young children well to help them build on their physical skills. For example, they show them how to use equipment, such as tweezers, to transfer pasta between containers.

Personal development, behaviour and welfare are good

Children form positive relationships with others. For instance, older children form special friendships and share role-play experiences with each other. Staff teach them that 'sharing is caring' and help them to learn to take turns during play. Children build on their social skills. Staff adapt routines flexibly to support individual children's preferences. For instance, some children choose to carry on playing indoors while other play outdoors. Children feel valued and develop a positive sense of themselves. Staff establish close relationships with parents and support opportunities for them to contribute to children's learning. For example, parents accompany staff and children on special outings, such as trips to the beach. All children and their families, including those who speak English as an additional language, feel welcome. Staff support children well in their home languages.

Outcomes for children are good

Young children build on their creativity. For instance, they join in actions when staff sing familiar songs. Older children learn to use controls, such as the mouse, to draw pictures on the computer. This helps them build on their understanding of the use of technology. Children develop their literacy skills from an early age. For instance, young children explore making marks in corn flour and older children learn to link letters to sounds. Children make good progress towards the next stages in their learning.

Setting details

Unique reference number	EY429952
Local authority	Southwark
Inspection number	1084309
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	17
Name of registered person	Destiny Kids Nursery Limited
Registered person unique reference number	RP530770
Date of previous inspection	25 January 2017
Telephone number	07727972642 020 7732 2544 020 7732 2544

Destiny Kids Nursery registered in 2011. It is situated in East Dulwich, within the London Borough of Southwark. The nursery is open each weekday from 7am to 7pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are six members of staff who work directly with the children. The manager holds an early years qualification at level 4, four staff hold childcare qualifications at level 3 and one holds a relevant qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

