

Elm Park Nursery

Elm Park Nursery School, 90 Clarence Avenue, London, SW4 8JR



Inspection date	23 January 2018
Previous inspection date	10 September 2014

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 are warmly welcomed into the clean, stimulating and well-organised environment. They delight in seeing staff and clearly enjoy their time in the setting.
- The manager leads her long-serving team well. Staff all feel very well supported and have a passion for continually improving their childcare knowledge and practice.
- Children make good progress across all areas of learning. Staff plan a wide range of experiences for children that takes into account their interests. The manager monitors children's progress well during supervision meetings with staff.
- Children's emotional well-being is fostered positively. Staff know children's routines and are quick to comfort them when needed. Children settle well and explore the environment with freedom and confidence.
- The manager continually evaluates the setting well. She involves parents and staff, taking their ideas into account as she makes changes. For instance, parents now receive menus via email so that they are aware of what their children have eaten during the day.

It is not yet outstanding because:

- On occasion, staff do not effectively exchange information about children's precise next steps in learning when their key person changes.
- Staff do not consistently support parents to share what they know their child can already do when they first start, to help plan for children's learning.

What the setting needs to do to improve further

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

- strengthen the system for exchanging detailed information with regards to children's next steps in learning when they change key person
- support parents to effectively share what they know about their child's achievements when children first join the setting.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors had a tour of the setting.
- The inspectors spoke with staff, children and parents during the inspection and took account of their views.
- One inspector completed a joint observation with the manager.
- The inspectors held several short meetings with the manager. They looked at relevant documentation, including children's development records, evaluation documents and suitability of staff working in the setting.

Inspector

Laura Hoyland/Dawn Larkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager provides regular training for staff and updates them on any new legislation. Staff are knowledgeable about how to refer any concerns they have regarding children's welfare. The premises are safe and secure. As parents and children arrive, staff welcome them at the door and ensure no unauthorised persons have access. Visitors are required to sign in. The manager oversees her staff team well. She sets them individual targets and supports them to develop professionally. Staff are well qualified and committed to attending further training. For example, staff recently attended training on the specific needs of two-year-olds. They used their new knowledge successfully to reorganise the environment and allow children more choice in their play.

Quality of teaching, learning and assessment is good

Overall, staff know children well. They plan a range of activities that children access eagerly. For example, babies join in with song time and staff extend their learning effectively offering instruments for them to experiment with sound. Older children look for birds outside. Staff support them to remember the different types of birds they have seen before. They extend their learning by looking at pictures in books that some children have previously made about birds. Parents are well informed of children's progress. They are invited to attend parent partnership meetings to talk about their child's learning. In addition, staff encourage parents to share their families' cultures and traditions with children. For instance, families celebrating Burns Night bring in kilts and a sporran for children to look at and explore. Children are inspired to design their own tartan patterns, supporting their creativity and understanding of different cultural events.

Personal development, behaviour and welfare are good

Children behave very well. Staff understand how to manage children's behaviour consistently and positively reinforce good behaviour. Staff teach children to have good manners and to be kind to their friends and others. Staff use daily routines to create social occasions where children sit together and talk, such as at snack times and mealtimes. Children are active and have ample opportunities to exercise and access fresh air. They are adopting healthy lifestyles. In addition, the nursery chef provides nutritious and balanced meals. Staff fully understand children's individual dietary needs. They adhere to children's medical needs and parents' wishes. Children develop an understanding of how to follow positive hygiene routines. For example, they excitedly wash dolls in the water play while singing songs about washing their bodies.

Outcomes for children are good

Children are ready for their move to school. Older children learn to write their names, can manage using tools, such as scissors, and have good physical dexterity. All children concentrate well and are motivated to learn. They persist at tasks and keep trying when activities become challenging. Children follow instructions, listen well and are confident.

Setting details

Unique reference number	EY455615
Local authority	Lambeth
Inspection number	1071532
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	96
Number of children on roll	130
Name of registered person	Elm Park Nursery Limited
Registered person unique reference number	RP532370
Date of previous inspection	10 September 2014
Telephone number	0208 6781990

Elm Park Nursery Limited registered in 2012. The setting employs 27 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The setting opens from Monday to Friday, all year round, except for two weeks in the summer, a week at Easter and a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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