

Inspection date

30 January 2018

Previous inspection date

17 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of children's learning are not precise enough. This means that gaps are not always clearly identified or addressed, to help children make good progress in their development.
- Staff do not consistently encourage parents to share ongoing information about their children's learning and development at home. They do not consistently work with parents to help them to continue supporting their children's learning in their home.
- At times, the monitoring of staff practice does not precisely identify the support they need to help them raise the quality of their teaching to a higher level.
- The self-evaluation process is not rigorous enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

It has the following strengths

- Children's behaviour is good. Staff use age-appropriate strategies to help children to develop an understanding of boundaries. They consistently recognise and give praise for individual children's achievements.
- Staff make good use of the outdoor space for learning and children particularly enjoy their physical play and exploration.
- Children gain a sense of independence through the accessible environment and through tasks that enable and encourage them to do things for themselves.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> improve how well staff observe and assess children's learning, to consistently identify where children are in their development and to plan precise ways to close any gaps in their individual learning, so that they make good progress 	16/02/2018
<ul style="list-style-type: none"> ensure that staff work closely with parents to encourage them to contribute ongoing information about their children's development and to help them in supporting their children's learning at home. 	16/02/2018

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

- strengthen the existing monitoring of staff practice to more precisely tailor the support given to them, to help raise the quality of teaching to a higher level
- refine the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement and take action to address them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nominated person and nursery managers. She looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team is supportive of staff, children and their families. Staff benefit from ongoing supervision and regular professional development opportunities. For example, staff attend a variety of training courses to support children's development, such as how to encourage their communication skills. Some self-evaluation takes place. However, this is not rigorous enough to identify all areas of teaching and provision where improvement or more focused training is needed. Staff lack confidence in some aspects of their practice, for instance, in planning activities that closely match individual children's most relevant next steps in learning. The arrangements for safeguarding are effective. All staff have completed safeguarding training and know how to report any concerns about the welfare of children. They carry out risk assessments to promote children's safety and ensure that the nursery is clean and safe for children.

Quality of teaching, learning and assessment requires improvement

Staff do not gather sufficient information from parents regarding children's starting points or assess children's ongoing progress well enough. Consequently, they do not always focus planned activities precisely so that any gaps in children's learning close rapidly. In spite of this, children enjoy their time in the nursery. Older children enjoy weighing and measuring, and are starting to match quantities to numerals. Younger children delight in exploring and investigating. Toddlers competently use small tools, and enjoy emptying and filling containers in the home corner. Babies gladly explore wet sand and play dough. Staff enthusiastically join in children's activities and stimulate their general learning.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make as much progress as they can. Staff do not consistently support parents with ideas and suggestions for ways to continue children's learning at home. Nevertheless, staff understand children's care needs and meet these well. They provide an inviting learning environment and a range of well-organised activities that generally promote children's learning. Children know, understand and follow the routines of their day very well. They develop positive attitudes towards managing their own behaviour, as staff are good role models. The outdoor area provides exciting play opportunities for children of all ages.

Outcomes for children require improvement

Weaknesses in assessment and planning mean that children are not making consistently good progress from their starting points. However, children are developing their independence. Babies are supported to feed themselves, and older children are encouraged to put on their own coats and pour their own drink at snack time. All children develop early writing and reading skills. They confidently join in activities that involve making marks and enjoy listening to stories. Children become engrossed in their play and confidently invite adults to join them. Children are acquiring some skills in readiness for their eventual move on to school.

Setting details

Unique reference number	EY411292
Local authority	Lambeth
Inspection number	1094369
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	55
Number of children on roll	66
Name of registered person	Basculc Ltd
Registered person unique reference number	RP906116
Date of previous inspection	17 March 2015
Telephone number	02087610770

Nelly's Nursery registered in 2010. It operates in West Dulwich in the London Borough of Lambeth. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3, and three staff hold early years professional status. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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