

King's Day Nursery

Weston Education Centre, Cutcombe Road, Lambeth, London, SE5 9RJ



Inspection date

2 February 2018

Previous inspection date

12 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are exceptionally happy and well cared for at this nursery. They develop very high levels of self-confidence and self-esteem. This lays an excellent foundation for their development and learning both now and into the future.
- Staff know children particularly well and the key-person system is very well embedded. They truly value the uniqueness of each child. They soon learn about each child's interests and build on these very ably. Children relax and settle in very quickly.
- Staff and parents work together in excellent partnership. They share high expectations for everyone's well-being and learning to be the best they can be. Staff accurately assess and regularly share information about children's learning. Parents say they highly value the guidance from staff on how they can promote and extend learning at home. Children thrive with this consistency of approach.
- Staff assess children's learning accurately. All children, including those who speak English as an additional language, make good progress in all areas of the curriculum.
- Families often contribute to cultural celebrations. Children learn to appreciate and respect diversity, difference and their wider community extremely well.

It is not yet outstanding because:

- At times, staff do not plan adult-led activities to enable children to explore their ideas, make choices and develop their creativity to the highest level.
- The monitoring of progress for different groups of children lacks the precision needed in order to be of the highest value to the managers in their self-evaluation.

What the setting needs to do to improve further

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

- develop systems to precisely monitor the progress made by different groups of children, to take self-evaluation and outcomes for children to an even higher level
- develop and enrich adult-led activities so that children can explore their own ideas, make choices and develop their creativity more fully.

Inspection activities

- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector and the managers observed planned activities and discussed their findings.
- The inspector sampled the required documentation on the day.
- The inspector held a meeting with the managers to discuss self-evaluation, safeguarding and staff's professional development.
- The inspector observed staff's interactions and children at play.

Inspector

Amanda Burn

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff consist of a friendly and ambitious team. Safeguarding is effective. Managers ensure that staff follow all safety routines and procedures rigorously, to keep children safe. Staff are quick to identify any gaps in children's learning. Strong partnerships with parents and outside professionals mean that these can be quickly closed and progress can continue without delay. Regular staff supervision ensures that a high quality of care and education is sustained and then developed. Staff are well supported to extend their knowledge and understanding with good impact for children. For example, to extend children's interest in insects, a member of staff undertook some research and a new 'Bug Hotel' was installed. The managers regularly seek out and consider contributions from staff, parents and children to drive further improvements.

Quality of teaching, learning and assessment is good

Staff carefully plan and resource the environment to meet children's needs in all areas of their learning. The outdoor area, although small, is equipped with a wide range of activities, which children find appealing. They get deeply absorbed in their learning. Very young children, for example, are intrigued to find they can make marks by brushing water onto various surfaces. As they do this, staff skillfully encourage them by making up a playful song, 'Scribble, stubble, scribble, stubble all over the wall.' The children smile, then 'paint' in time with the music. They develop their physical and language skills very effectively. Older children enjoy developing their imaginations through projects of great interest to them, such as dinosaurs. Frequent outings help children extend their curiosity. For example, they ask 'Would a dinosaur eat a goat?' when visiting a farm.

Personal development, behaviour and welfare are outstanding

Children enjoy exceptionally warm, positive and supportive relationships with the staff, which significantly supports their well-being. They have a strong sense of belonging. Meals are important social gatherings. Older children lay the table, counting out the plates and cutlery as they go, before all ages come together to eat. All sit and chat happily, which promotes communication, language and social skills very effectively. As children make the transition from the baby room to the older children's room, staff skilfully support them. For example, when two younger children are a little unsure about going to wash their hands in the new washroom, staff help them to hold hands and go off together. They soon feel more secure, develop their self-confidence and friendship very well.

Outcomes for children are good

From a very young age children develop essential life skills, such as independence and how to take responsibility for themselves. For example, they help themselves to a drink when they need it and know to wash their hands before eating. Younger children thrive through using their senses to learn. As children get older they develop good early reading, writing and mathematical skills. All children are extremely well behaved. They are very well prepared for school, or the next stage in their learning.

Setting details

Unique reference number	EY240402
Local authority	Lambeth
Inspection number	1091511
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	55
Number of children on roll	45
Name of registered person	King's Healthcare NHS Trust
Registered person unique reference number	RP520847
Date of previous inspection	12 May 2015
Telephone number	0203 299 3472

King's Day Nursery registered in 1992 and operates from the ground floor of a building that forms part of the medical school in Lambeth, London. It is open all year round from 7am to 6.30pm for 50 weeks of the year. The nursery employs 19 members of staff. All staff hold relevant childcare qualifications from level 3 to level 7. The nursery is in receipt of funding for free early education for three- and four-year-old children.

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