

Inspection date

20 April 2018

Previous inspection date

28 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Some inconsistencies remain in observation and assessment and planning. However, the manager has identified these weaknesses and individual staff are currently receiving targeted support.
- At times, the noise levels are high, for instance, when children move between activities, and staff do not realise the impact this has on children's focus and concentration.
- Staff have not considered further ways to fully stimulate children who are less inclined to choose and use resources by themselves.

It has the following strengths

- Children form positive relationships with their peers and with the staff. For example, toddlers greet their friends with a hug. Staff are caring and reassure children who are not settled on arrival. Children are emotionally secure.
- Staff support children's early mathematical skills effectively. For example, older children learn to count the spots on ladybirds during an arts and crafts activity. Young children enjoy matching frogs to lily pads based on the numbers printed on them.
- The members of the management team build close relationships with schools. For example, they share information with staff about individual children's progress. This helps to support a smooth transfer for children, as they move on to school.

What the setting needs to do to improve further

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

- continue to improve observation, assessment and planning further to fully address all inconsistencies in teaching practice
- consider ways to strengthen opportunities for children to extend their concentration and focus during activities
- improve opportunities for all children, including those who are less confident, to continually build on their independence.

Inspection activities

- The inspector observed the children and how staff interacted with them.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the provider, manager and staff.
- The inspector conducted a joint observation with the manager and assessed the quality of teaching practice.
- The inspector viewed a sample of documents, including children's learning records.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the previous inspection, the manager has improved the processes for reviewing staff practice and monitoring children's progress. However, some improvement action is still being undertaken and is not fully embedded. Gaps in children's learning are beginning to close but this is not consistent. Safeguarding is effective. Staff understand the nursery's policies and procedures for protecting children. They benefit from training opportunities, which help them to keep up to date with current legislation. The manager seeks parents' views to help evaluate the quality of the provision. Parents provide positive feedback about the outings that staff plan, such as trips to the fire station.

Quality of teaching, learning and assessment requires improvement

Some staff do not use observations and assessments as precisely as possible in their planning, although overall monitoring of children's progress has improved. At times, staff miss some opportunities to fully support children's listening skills. For instance, they do not always realise the impact of noise levels on children's ability to listen and concentrate. Nevertheless, staff use their knowledge and skills effectively to plan appropriate support for children who are learning English as an additional language and help them to build on their vocabulary. Staff support children effectively to help them extend their physical skills. For example, toddlers learn to hammer a nail as they explore role-play resources. Staff provide interesting opportunities for children to build on their understanding of the world. For example, they freeze toy models of mini-beasts in ice cubes and children are eager to observe the ice melt. Staff use this opportunity to talk to them about how things change.

Personal development, behaviour and welfare require improvement

Staff miss some opportunities to use the available resources as effectively as possible to stimulate all groups of children to build on their curiosity to explore. At times, staff do not use their observations fully well to support individual children to make independent choices. Nevertheless, most children are happy and engaged overall. Staff adopt a consistent approach to behaviour management and help children learn to resolve conflicts. Staff teach children about the wider world and provide opportunities to learn about the similarities and differences between themselves and others. Staff praise children for their achievements, which helps them to build on their self-esteem.

Outcomes for children require improvement

The variable quality of teaching means that some children do not benefit from consistent opportunities to achieve their full potential. Nevertheless, most children, including those who have special educational needs and/or disabilities, make some progress from their starting points and benefit from suitable partnerships between the manager and professionals. Young children extend on their creativity. For example, they learn to build with a purpose in mind. Older children learn to recognise letters and develop their early writing skills. This helps to prepare them for school.

Setting details

Unique reference number	EY493667
Local authority	Southwark
Inspection number	1119516
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	2 - 4
Total number of places	32
Number of children on roll	45
Name of registered person	CTY Nursery Ltd
Registered person unique reference number	RP534906
Date of previous inspection	28 November 2017
Telephone number	0207 394 7878

CTY Nursery Ltd registered 2015. It is located in the London Borough of Southwark. The nursery opens from 8am to 6pm on Monday to Friday, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are 10 staff who work with the children, eight of whom have relevant early years qualifications from level 2 to level 6.

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