

Monmar Nursery Ltd

110 Albert Road, LONDON SE25 4JR



Inspection date	14 August 2018
Previous inspection date	14 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The new manager and provider have worked together to improve the quality of the provision. Good systems are in place to monitor staff practice and promote professional development. As a result the quality of teaching has improved and the staff team have a clear understanding of their roles and responsibilities.
- The staff team have worked together to successfully address all actions raised at the last inspection. They have developed their skills in observation and assessment and use their knowledge of children's interests and learning needs to plan activities that help all children make good progress.
- Children develop good communication and language skills because staff engage them in meaningful conversations during play and daily routines. As a result the day flows with ease as children understand what they are doing next. Older children speak confidently about their thoughts and feelings.
- Strong partnerships with parents are established. For example, surveys enable parents to contribute their ideas which staff then use to make changes and improvements. Information is regularly shared with parents about their children's progress to support children's learning at home. Regular newsletters ensure parents are kept up to date about events and activities.
- Children have good relationships with staff and each other. Staff know the children and their families well. Many siblings have attended over time and older children return for the holiday clubs, promoting good consistency of care.

It is not yet outstanding because:

- Younger children are not always seated comfortably enough to promote their physical skills of feeding themselves with ease.
- Children have too few opportunities to engage in outings in the local area to enable them to gain first hand experiences about the environment and community in which they live.

What the setting needs to do to improve further

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

- review the organisation of mealtimes to ensure suitable furniture is accessible so that younger children are comfortably seated to aid their skills in feeding themselves with ease
- create more opportunities for children to engage in regular outings and learn about their local environment and community.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outside play.
- The inspector looked at a variety of relevant documentation, including children and staff records, self-evaluation and records of observation, assessment and planning.
- The inspector held discussions with the provider and manager about their leadership of the setting.
- The inspector spoke to parents, children and staff and took account of their views.

Inspector

Jo Geoghegan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have attended relevant safeguarding training and know what to do if they have any concerns about children's welfare. Robust systems of recruitment and induction are established. Staff have worked with the local authority to promote continuous improvement. Individual mentoring sessions with the manager have enabled staff to develop their skills in recording observations of children's progress and accurately assessing their level of development. Staff have developed consistent methods of planning which incorporate children's individual learning needs. Managers have developed skills in using data and tracking the progress of individual and groups of children. They identify gaps in children's learning and use this information to target resources and plan specific activities where they are needed most. For example, the outcomes for children have improved following increased song times throughout the day. These have led to marked improvements in children's communication and language skills. More role play resources for all age groups have sparked children's interest in imaginative play.

Quality of teaching, learning and assessment is good

Staff use a variety of teaching methods that effectively support children's learning. For example, staff are hands on and play alongside children, extending their learning well during play. They ask challenging questions relevant to children's stage of development that promote their critical thinking and language skills. Children develop good speaking and listening skills during story times. They explore a range of media during art activities. Staff give lots of encouragement and praise which helps children to feel supported in trying new experiences, such as younger children using the slide independently. Staff successfully develop children's interest in nature. For example, children talk enthusiastically about the spiders they find in the play house and the bugs in the mud kitchen.

Personal development, behaviour and welfare are good

All children are well behaved. They are considerate and take turns during play. Staff encourage older children to make choices during play and at meal times so that they gradually develop their independent learning and self-care skills effectively. This helps to prepare them for when they move on to school. Staff give younger children lots of hugs and cuddles that help them to feel settled, safe and secure. Children's good health is promoted through a balanced diet and regular exercise during outdoor play. Younger children are supported in developing their physical skills exceptionally well, for example, toddlers and babies take their time to go up and down the stairs in any way they like while staff are close by to support them.

Outcomes for children are good

Children are enthusiastic and interested to learn. They make good progress from their starting points and are well prepared for the next stage in their learning or school. Younger children develop their curiosity as they freely explore and find out how things work. Older children develop good early literacy skills as they draw pictures of people and begin to write the letters of their names. All children show a keen interest in books

and enjoy stories times.

Setting details

Unique reference number	EY443010
Local authority	Croydon
Inspection number	10068684
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	52
Number of children on roll	44
Name of registered person	Monmar Nursery Ltd
Registered person unique reference number	RP531418
Date of previous inspection	14 February 2018
Telephone number	020 8662 1849

Monmar Nursery Ltd opened in 2009 and re-registered in 2012. The nursery is open each weekday from 8am until 6pm for 50 weeks a year. There are seven staff who work at the nursery including a cook. The manager and five staff hold appropriate early years qualifications at level 3 and one other staff holds relevant childcare qualifications at level 2.

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