

Excell Learning Centre

59 St. Mildreds Road, London SE12 0RE



Inspection date	28 September 2018
Previous inspection date	9 June 2014

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

- Teaching is good. Staff are skilled at supporting children to develop their communication and language skills. Children who speak English as an additional language make particularly good progress, and they learn to speak English quickly.
- Staff consistently support children to help them understand the feelings of others. Children manage conflicts and problem solve extremely well. They have good behaviour and learn to treat each other with respect.
- Children settle quickly in a safe and secure environment. They establish very strong relationships with their key person. Parents feel well informed about their child's progress and are happy with the care the staff provide.
- Children are well prepared for school. Parents of children who have special educational needs comment that their children are very well supported and have made significant progress.
- Leaders and managers have a good understanding of the early years foundation stage. They are ambitious and have high expectations for the nursery. They gather feedback from children, staff and parents to improve the quality of the provision. For instance, following suggestions from parents, the managers introduced an effective feedback form.

It is not yet outstanding because:

- The manager has not fully implemented a sharp focus on individual staff's professional development to build on their overall good-quality teaching.
- Tracking the progress of different groups of children is not consistently monitored over time.

What the setting needs to do to improve further

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

- continue to develop staff's knowledge and skills through the planned professional development to raise the quality of teaching to an outstanding level
- build on the already good monitoring systems to track the progress of groups of children more consistently over time.

Inspection activities

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

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The management team are strong role models and have positive relationships with their staff. Staff receive good levels of support from the management team. For instance, they have team away days, supervision and regular team training. This helps to ensure their safeguarding knowledge is up to date. Staff know how to protect children and to support their welfare to keep them safe. Safeguarding is effective. Staff work confidently in partnership with other professionals to support children's development. For example, they work with specialists to develop a broad range of resources to support children with autism to make good progress. Additional funding for disadvantaged children is used effectively. For example, managers have purchased books with extra-large text and telephones that children can record and hear their voices. This helps to support children's development of their communication and language skills.

Quality of teaching, learning and assessment is good

Staff regularly observe children and make accurate assessments of their development. They have a good understanding of children's individual learning needs and use this information to provide activities that support children to achieve their next steps. For example, they encourage children to count using the foam floor dominos and stones outside. Children are focused as they develop their mathematical skills. Staff engage parents effectively during the initial assessments. For instance, they meet with parents to gather some words they use at home and share dual-language books. Parents are encouraged to join the parents' forum to build on information sharing. Children play confidently in a stimulating, well-organised environment that helps to support all areas of learning. Children are keen to explore the resources and concentrate well.

Personal development, behaviour and welfare are good

Leaders and managers continue to research and improve the healthy menu. For example, they work alongside a programme based on reducing sugar intake, and children enjoy nutritious meals and snacks. Children independently help themselves to fruit during the morning. Children access fresh air during free flow between the inside and outside area. They display a great deal of thoughtfulness and care for one another. Babies enjoy caring for dolls and know how to comfort their peers. Managers and staff have created an extremely inclusive environment where diversity is celebrated. Children are encouraged to understand different cultures and respect their differences. They learn about the different countries that families are from. For example, they enjoy sharing photographs of their family, showing and displaying this on a map. Children take great joy in their achievements, they ask staff to save their construction buildings and to take a photograph so that it can be put on display.

Outcomes for children are good

All children make good progress in their learning from their starting points, including those who are in receipt of additional funding. Children are confident and curious. For instance, older children study spiders and their webs outside and share their discoveries enthusiastically with their peers. Younger children enjoy playing alongside others in the sand, emptying and filling buckets for long periods.

Setting details

Unique reference number	EY370475
Local authority	Lewisham
Inspection number	10069065
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 - 5
Total number of places	36
Number of children on roll	40
Name of registered person	Excell Learning Centre Limited
Registered person unique reference number	RP907088
Date of previous inspection	9 June 2014
Telephone number	02088 513122

Excell Learning Centre registered in 2008 and is located in Lee, in the London Borough of Lewisham. The nursery is open five days a week all year round, except for public holidays, from 7.45am until 6pm. There are 12 staff who work at the nursery, 11 of whom hold relevant early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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