

Bertrum House Nursery

290 Balham High Road, London SW17 7AL



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| Inspection date | 19 October 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding | 1 |
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| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

The provision is outstanding

- The manager supports staff superbly, for example, through regular supervision meetings and observations of their practice. She very accurately identifies areas for staff training to continuously improve practice, for example, training on language development which has greatly improved how staff communicate with children and children's speaking.
- Behaviour is exemplary and children learn about friendship, responsibility and including others very well. For example, staff 'buddy' the older children with younger ones, supporting them to feel safe and cared for, and older children to feel valued and respected.
- The special educational needs coordinator has an exemplary understanding of how to support children with additional needs. She supports and trains staff exceptionally well to very skilfully boost children's learning, for example, to use Makaton, which is improving the communication skills of all children exceptionally well.
- There are excellent partnerships with parents that fully involve them in their children's learning. Staff continually use innovative ways to involve and support parents further. For example, they invite parents to be classroom helpers or share information with children about their culture, profession or interests.
- The manager and staff check children's progress thoroughly. They have a detailed knowledge of what children know and can do, and plan highly challenging activities that very accurately and successfully target children's learning interests. All children make exceptional progress in all areas of learning, including those with additional needs.

What the setting needs to do to improve further

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

- continue to explore further professional development opportunities for all staff to sustain the excellent teaching practice.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and the impact this has on children's progress.
- The inspector spoke with staff and the manager at appropriate times during the inspection.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including evidence of staff suitability, children's records and assessment documentation, and evidence of the progress that children make.
- The inspector spoke with parents and children and took account of their views.

Inspector
Claire Hunt

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is highly inspirational, passionate and has extremely high expectations of staff, a culture embedded throughout the setting. She monitors the provision exceptionally well to target actions for improvement using feedback from parents, staff and children. She recognises the benefit of involving staff in the evaluation of their peers, as a way of improving teaching practice even further. Staff are enthusiastic of the development opportunities that extend their skills. Safeguarding is effective. The manager has an extremely in-depth knowledge about how to keep children safe. She has trained staff to an incredibly high standard. Staff clearly understand their duty to protect children. Extremely thorough assessment of children's information and meticulous planning means that any additional need is recognised and met very quickly.

Quality of teaching, learning and assessment is outstanding

The highly qualified staff have expert knowledge on how children learn. They use highly inspirational teaching to extend and enrich children's learning through open-ended discussion, enabling children to become very independent and confident learners. Staff plan excellent activities, building on children's interests. For example, children enjoyed the story 'The Tiger Who Came to Tea', leading to a highly imaginative role-play tea party and children very skilfully making tiger stripes from craft materials. Children were extremely imaginative, using the excellent variety of materials and tools to express their understanding of the story. Staff provide an exceptional range of resources to promote strong learning. For example, the nursery focuses very strongly on inclusion and provide resources that very successfully challenge stereotypes. Children very confidently and openly discuss and celebrate diversity. They are incredibly kind, respectful and caring towards each other and staff.

Personal development, behaviour and welfare are outstanding

Staff form very nurturing, caring relationships with children. They extend children's learning with great enthusiasm and animation. Children understand staff's expectations of behaviour very well and, as a result, are highly motivated, eager to join in and extremely confident to try new things. They are highly independent and learn to take manageable risks and make challenging choices about their learning. For example, they worked together very successfully using wooden bricks and blocks to build a challenging assault course. Children confidently walked over these beams and were able to think through the challenge independently, deciding that it would be easier and safer to put their feet sideways on the beams.

Outcomes for children are outstanding

All children make excellent, sustained progress from their starting points, including those with additional needs. The manager's targeted use of additional funding has very successfully closed gaps in children's learning rapidly. For example, a sensory tent and sensory communication resources has enabled children to feel calm and relaxed, and very effectively helped them to regulate their emotions. Children develop very strong communication skills, including young children and those who learn English as an additional language. Older children are exceptionally well prepared for school.

Setting details

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| Unique reference number | EY537851 |
| Local authority | Wandsworth |
| Inspection number | 10076931 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 70 |
| Number of children on roll | 70 |
| Name of registered person | Bertrum House Nursery Limited |
| Registered person unique reference number | RP537850 |
| Date of previous inspection | Not applicable |
| Telephone number | 020 8767 4051 |

Bertrum House Nursery registered in 2016. It is located in Balham in the London Borough of Wandsworth. The nursery operates every weekday during term time from 8.45am until 12pm with the option to stay until 1pm for lunch club or 3.15pm for afternoon school. The nursery employs a team of nine teaching staff, of whom four hold qualified teacher status, three hold qualifications at Level 3 and one at Level 2.

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