

# Abbeywood Lodge

All Saints Church Hall, Church Road, Kenley, Surrey CR8 5DU



<b>Inspection date</b>	16 November 2018
Previous inspection date	1 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 manager and staff build strong partnerships with parents and inform them of their child's key person. There is a daily record of children's attendance, which includes the name of each child's key person. Staff effectively support children's positive emotional well-being. Children behave well.
- Staff create a warm and welcoming environment for children and their families, which helps them to feel safe. Staff are very vigilant. They are well deployed and complete thorough daily risk assessments to help ensure the premises are well secure. Staff constantly supervise children and effectively promote their safety.
- Staff know and understand the children well. They use observations and information from parents to carry out accurate developmental assessments of children and identify their starting points. Staff monitor children's learning and plan interesting and challenging learning experiences to help them achieve positive outcomes.
- The manager effectively evaluates the provision and identifies areas that require development to strengthen the quality of teaching. For example, she observes staff practice and provides them with constructive feedback on how they can improve their knowledge and skills. Children make good progress from their starting points.

### It is not yet outstanding because:

- Staff do not always recognise when they need to adapt activities to help enhance children's learning experiences to an even higher level. For example, at times they do not ensure children have enough space to expand their play.
- At times, staff do not help younger children to understand what is going to happen next to provide a smooth transition between some routines.

## What the setting needs to do to improve further

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

- recognise when to adapt activities children are involved in to help raise learning to the next level
- review the transition between some routines so these times are more seamless and help prepare children for what is to happen next.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children at appropriate times during the inspection and carried out a joint observation of teaching and learning with the manager.
- The inspector viewed the areas of the premises used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

**Inspector**  
Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff team have worked very hard to raise the quality of the provision to benefit children. They have taken effective steps to make improvements in the setting since the last inspection. For example, the team are attentive and carry out thorough safety checks to ensure children's continued safety. The manager supports staff very well to improve their knowledge and skills. They provide effective monitoring to help staff develop their practice. For example, the manager provides appraisals and targeted training to help staff improve the quality of teaching and improve outcomes for children. Safeguarding is effective. The staff have a good knowledge of the procedures to follow if they have concerns regarding a child's welfare.

### Quality of teaching, learning and assessment is good

Staff have a wide range of qualifications and experience. They provide activities that help children to explore and investigate, supporting them to become motivated learners. For example, children enjoy playing with trains and tracks and talk about 'under' and 'over'. Staff encourage children to join in games outside with appropriate resources, extending the children's understanding of 'over', 'under', 'up' and 'down'. They encourage children's listening and attention skills well. For instance, staff share books with the children and allow them to take part. Children are given a wide range of opportunities to learn about the natural world, for example, they observe wildlife in the garden and talk about it. Staff count with children and help them to understand quantities and amounts.

### Personal development, behaviour and welfare are good

Staff provide enjoyable opportunities, which encourages children to play happily for long periods outdoors. They ensure children access a range of activities to support their all-round development. For example, younger children show great delight as they use bikes to move around. Staff encourage children to develop their independence well as they learn to manage their self-care needs and simple tasks. For example, they pour drinks and serve themselves at mealtimes. Staff help children to be physically active, and develop their imaginations well. For instance, they provide children with opportunities to dress up and dance. Staff help children to be respectful and understand about each other's similarities and differences, such as, when they participate in learning how to speak Spanish.

### Outcomes for children are good

All children develop good skills in readiness for their move to school. Older children are developing good pencil control. They enjoy writing and making marks for different purposes. For example, they draw their favourite character on the ground outside. Children handle books and enjoy joining in with songs and rhymes. They have ample opportunities to develop their social skills as they join in role-play activities together. Children are very confident, motivated and enjoy learning.

## Setting details

<b>Unique reference number</b>	EY537786
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10080422
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Highfield Nursery Ltd
<b>Registered person unique reference number</b>	RP526089
<b>Date of previous inspection</b>	1 February 2018
<b>Telephone number</b>	07958 592877

Abbeywood Lodge registered in 2016. It is situated in a church hall in Kenley, in the London Borough of Croydon. The setting is open from 8.30am to 4pm on Tuesday, Thursday and Friday. The nursery is in receipt of funding for two-, three- and four-year-old children. It employs three members of staff, two of whom hold appropriate early years qualifications at level 2 and above.

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