

# The Gingerbread House Day Nursery

81 Purley Downs Road, South Croydon CR2 0RJ



## Inspection date

7 December 2018

Previous inspection date

10 May 2016

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

### This provision is good

- Babies form strong attachments with their key persons. Staff work hard to make sure babies feel happy and secure. For example, they delay their lunch breaks until babies are settled for their nap.
- Children confidently make choices about their play and follow their own interests. A wide range of toys and equipment is easily accessible for them to choose from.
- Children enjoy sharing books with staff and understand that non-fiction books contain information to support their learning. For example, after completing a space puzzle pre-school children ask staff to help them read a book about the solar system.
- Children quickly learn new skills. For example, staff show children how to use tally marks. They quickly understand and begin to use them.
- The manager has effective systems in place to evaluate the quality of teaching. She regularly monitors the progress of groups and individuals and ensures support is provided to close any gaps in children's learning.
- Strategies used by staff to encourage parents to share information about their children's learning at home are not always successful.

## **What the setting needs to do to improve further**

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

- strengthen the partnership with parents and provide regular opportunities for them to share information about their child's learning at home.

### **Inspection activities**

- The inspector carried out a joint observation of children's learning with the manager.
- The inspector observed activities and staff interactions with children throughout the day.
- The inspector spoke to parents during the inspection and took account of their written feedback.
- The inspector sampled children's assessment records, checked evidence of staff suitability and qualifications.
- The inspector had a meeting with the manager and spoke to her at appropriate times throughout the day.

**Inspector**  
Anita Rickaby

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good knowledge of child protection issues and know what action to take should they be concerned about a child in their care. The manager implements robust recruitment procedures to ensure the suitability of staff. Staff undertake comprehensive daily risk assessments and any potential hazards are quickly identified and addressed. This helps to keep children safe. The manager supports staff well to keep their knowledge and skills up to date. She holds supervision meetings and observes teaching practice to identify their training needs.

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

Children are fully engaged by the wide range of activities on offer. Staff know children well and use regular observations to plan challenging activities to support their good progress. Staff provide interesting activities to promote children's mathematical skills. Pre-school children count reliably and write figures. For example, they count and record the number of different shapes they use when making collage pictures. Staff support babies language and communication well. They are skilful at understanding and responding to babies' verbal and non-verbal communications. When babies wave their hands excitedly at lunchtime staff understand that they are asking for more. Children's literacy skills are developing quickly. Pre-school children write their names and know the sounds of many letters.

### Personal development, behaviour and welfare are good

Children are well behaved. Toddlers quickly learn to share and take turns. Staff support their social skills, providing lots of praise and encouragement as they play together with electronic toys. Children benefit from plenty of fresh air and exercise. They go outside every day, wearing appropriate clothing, such as rain coats and wellington boots when necessary. Children understand good hygiene practice. They repeat 'a blob of soap to wash the germs away' as they wash their hands before lunch. All children have access to fresh drinking water throughout the day. Older children pour their own drinks independently. Children learn the importance of a healthy diet. They identify healthy ingredients while they make pictures of pizzas.

### Outcomes for children are good

Children show high levels of perseverance and have confidence in their own abilities. For example, pre-school children decline offers of help from staff preferring to finish puzzles by themselves. Children make good progress from their starting points. Staff make regular assessments and use these to plan the next steps in children's learning effectively.

## Setting details

<b>Unique reference number</b>	EY477736
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062396
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	The Ginger Bread House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP533685
<b>Date of previous inspection</b>	10 May 2016
<b>Telephone number</b>	02086549879

The Gingerbread House Day Nursery registered in 2014. It operates all year round, except on bank holidays, between the hours of 7.30am and 6pm, from Monday to Friday. There are 17 staff employed and of these, 10 hold appropriate childcare qualifications at level 2 or above. This includes one staff member who holds early years teacher status.

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