

Havilah Day Care Nursery

Havilah Daycare Centre, Glengall Road, LONDON SE15 6RS



Inspection date	11 January 2019
Previous inspection date	9 July 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

This provision is good

- The managers are committed to developing their knowledge through individual development plans. The staff team makes changes following the knowledge it gains from training. For instance, they adapt how they plan activities and support children's next steps to ensure activities and resources are engaging and challenging.
- Staff teach the basics well. They work in partnership with parents and keep them fully involved. Parents are positive about their children's learning and the quality of care that they receive. They appreciate the positive relationships children have with all the staff and comment that children are happy, safe and emotionally secure.
- The managers and staff team work effectively together and have successfully addressed all the actions from the previous inspection. They evaluate and monitor the effectiveness of the nursery well to provide a wide range of activities. For example, they discuss and evaluate their progress at their monthly staff meetings.
- Staff work well with professionals to support children's individual needs. They effectively assess and monitor children's progress. The special educational needs coordinator works with professionals to support children to make good progress where any gaps in their learning are identified.
- The managers' systems for planning and tracking groups of children to enable staff to accurately check on any differences or gaps in learning are not fully embedded.
- Although the managers have identified improvements to the outdoor environment, these have not been implemented to support children who prefer to play outside, to further extend their learning.
- Sometimes, staff's planned activities do not consider the abilities of the children present, so that all children benefit from the best teaching and learning opportunities during activities.

What the setting needs to do to improve further

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

- strengthen systems that monitor the progress of different groups of children to accurately identify and plan for any trends in the pace of learning and use this information to raise the progress that children make to a higher level
- continue to review and enhance the provision for outdoor play in order to maintain high standards of practice and the excellent outcomes achieved for children in outdoor learning
- reflect on ways to further improve activities to enable children to focus and concentrate more effectively on the teaching and learning that is taking place.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed different activities, including outdoor learning, and assessed the impact this has on children's learning.
- The inspector viewed a selection of policies, children's records and documents relating to the suitability of staff. She discussed the self-evaluation with the provider.
- The inspector took into account of the views of parents, staff and children spoken to on the day.
- The inspector held a meeting with the manager and provider.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection and whistle-blowing policies. They know the procedures to follow if they have concerns about children's welfare. Managers have high expectations of all children. They monitor the ongoing suitability of staff and ensure staff complete an induction which includes understanding the policies and procedures of the setting. Staff now receive effective supervision that supports them well in developing their practice and meeting children's needs. This enables managers to supervise staff's performance and establish appropriate training and mentoring. Managers use feedback from parents to provide a more welcoming and inviting environment. Transforming areas of the nursery after observations and consultations with children and staff have encouraged children to be independent, active learners who arrive ready to explore.

Quality of teaching, learning and assessment is good

Staff plan a wide range of events to help children learn about different people and communities beyond their own experience. Children and families participate in learning opportunities which value diversity and the different backgrounds they represent. For example, children come to nursery in traditional costumes to celebrate their individual cultures. They learn to welcome each other in different languages. This provides children with opportunities to develop and use the languages they hear at home. Staff know the children well and provide activities that encourage their participation and support them in developing the skills that aid their communication, language and mathematical development. For instance, young children skilfully calculate how many more play-dough cakes they need to cut out to fill the baking tray and then time how many minutes it will take for them to cook in the oven. The key-person system works well. Staff carry out regular observations and make assessments of what children can do.

Personal development, behaviour and welfare are good

Staff are good role models and use different strategies to promote good behaviour. They help children become independent and manage their own personal needs. Children participate in inside and outside activities that promote their physical development and their understanding of safety. Children learn about leading a healthy lifestyle as they eat nutritious food. For example, they serve themselves at mealtimes and skilfully manage utensils, such as tongs.

Outcomes for children are good

Children are confident and self-motivated. They concentrate and persevere for long periods. For instance, they work out how much water they need to add to dry sand to make their sandcastles. They independently find the right tools they need, for example magnifying glasses to investigate different materials. Young children decide to choose books to read to adults and their peers and use their imagination to tell stories. Children develop their literacy and social skills as they write letters and post them in the post box. Children are good communicators and use language well as they play and learn. Children make good progress and are well prepared with the skills they need for the next stage of their learning and their move to school.

Setting details

Unique reference number	EY401787
Local authority	Southwark
Inspection number	10085125
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	49
Number of children on roll	19
Name of registered person	Havilah Day Care Nursery UK Limited
Registered person unique reference number	RP529358
Date of previous inspection	9 July 2018
Telephone number	0207 732 9295

Havilah Day Care Nursery registered in 2009 and is located in Southwark. The nursery is open Monday to Friday from 7am to 6pm, all year round. A service is provided before and after school for children who attend local schools, and a holiday playscheme operates during some school holidays. Four staff work with the children, including the provider who is also the manager. All staff hold appropriate childcare qualifications. Of these, three hold qualifications at level 3 and one holds a qualification at level 2.

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