

Anglo Spanish Day Nursery

152 Clapham Manor Street, London SW4 6BX



Inspection date

29 January 2019

Previous inspection date

7 February 2018

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

This provision is good

- Parents feel that staff do a particularly good job in supporting children's emotional well-being. Parents describe staff as 'warm' and 'nurturing'. Staff are affectionate with children. Babies get plenty of cuddles. This means they are happy and settled. Older children get regular hugs and gentle encouragement.
- Staff have a good sense of fun and they make children laugh. For example, they enthusiastically presented an animated story in the toddler room. Children delighted as staff performed silly characters. Children learn to enjoy books and tell stories. As a result, early literacy and comprehension skills are well supported.
- The nursery has a well-used outdoor space. Children enjoy a range of activities that support physical development. For example, children try balance beams and ball games outside. Other activities such as sand and water are set up to excite children's imaginations. Children show good levels of concentration as they dig, mix, pour and build.
- Staff receive support to get the most from the assessments they make of children's development. They use assessments effectively to plan for children's next steps. Staff support parents to continue children's learning at home with regular feedback. As a result, parents feel that they play an active role in their children's learning.
- The manager has reviewed how the nursery plans for individual children. Staff are enthusiastic about changes to how they plan activities to support children's learning goals. Staff need ongoing guidance and support to become fully confident in using the new planning format.
- Overall, staff make good observations of children as they play. However, staff are often very involved in activities. They do not consistently recognise when to encourage children to support each other. Sometimes staff miss opportunities to stand back and observe interactions between children.

What the setting needs to do to improve further

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

- continue to embed the new planning format by providing regular guidance to increase staff confidence and raise teaching to a higher level
- make better use of opportunities to observe child-led play and the interactions between children to improve the accuracy of assessment.

Inspection activities

- The inspector viewed all the areas of the nursery used by children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed interactions between staff and children during play activities.
- The inspector conducted a joint observation with the manager.

Inspector

Trina Lynskey

Inspection findings

Effectiveness of leadership and management is good

There have been changes to the staff team since the last inspection. The manager follows effective recruitment procedures. She ensures that staff are suitable to work with children. The induction process helps staff to become familiar with the nursery's policies and procedures. Safeguarding arrangements are effective. Staff are aware of the procedures to follow should they have concerns about the welfare of a child. The manager regularly updates staff safeguarding knowledge. Recommendations made at the last inspection have been addressed. Significant changes to the environment in the baby room mean that babies make full use of the space. Small, well-considered changes elsewhere support routines and promote children's learning. For example, pre-school children now access the dining hall via the garden. This minimises disruption in the toddler room. As a result, children are settled and confident in their environment.

Quality of teaching, learning and assessment is good

Staff gather a range of information from parents before children start. They make good use of this information to establish what children already know. Staff make accurate assessments of children's progress at nursery. They work closely with other professionals to support children with special educational needs and/or disabilities. Children enjoy well-planned and interesting activities that extend their knowledge well. For example, they learn about their bodies and the life cycle through a range of puzzles, books and costumes in the science area. Staff are good role models. They eagerly try new teaching methods and approaches to engage children in purposeful learning. As a result, children are excited about their learning and trying new experiences.

Personal development, behaviour and welfare are good

Children form strong attachments with their key persons. Staff interact positively with children and build close caring relationships. This is a key strength of the nursery. As a result, children are extremely well settled. They are caring and tolerant of each other. Mealtimes play an important role in the daily routine. Children enjoy healthy food cooked on site by an experienced kitchen team. Staff support children of all ages to serve themselves and to help tidy up after eating. Staff engage children in conversation during mealtimes. Children talk about which types of food are good for them and which meals are their favourite. The baby and toddler rooms are calm and restful at sleep time. This promotes children's healthy daily routines.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Younger children learn to crawl and walk in a safe and interesting environment. Staff promote children's independence most of the time. At lunchtime, older children demonstrate their coordination skills as they use knives and forks competently. Children develop their early writing skills. Younger children learn to recognise their names. Older children form recognisable letters as they label their work. All children delight in singing songs and rhymes. Children interact well together and build friendships. Children develop key skills in readiness for school and their future.

Setting details

Unique reference number	144080
Local authority	Lambeth
Inspection number	10080471
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	86
Number of children on roll	94
Name of registered person	Anglo Spanish Nursery School Limited
Registered person unique reference number	RP906906
Date of previous inspection	7 February 2018
Telephone number	02076225599

Anglo Spanish Day Nursery registered in 1998 and is situated in Clapham. The setting employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including four staff who hold qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for three- and four-year-old children.

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