

# Strong Tower Day Nursery

26 Admiralty Close, Lewisham, LONDON SE8 4SS



<b>Inspection date</b>	5 February 2019
Previous inspection date	29 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and managers are motivated and aspire to improve outcomes for children. They take positive action to improve the provision and staff's practice. Support for staff has raised their confidence in meeting the needs of the younger children and planning for them more effectively.
- There is a secure key-person system in place. Children have made strong attachments with the caring staff team. Children are well supported by staff as they settle into the nursery and move throughout rooms as they get older.
- Staff are positive role models. They understand children's needs, promote positive behaviour and offer consistent praise to children. Children are secure, they behave well and interact positively with their friends.
- Staff use effective systems to check children's progress and plan well for their future learning. All children make good progress in their learning, given what they know and can do when they start.
- The systems used to monitor the quality of the provision do not focus sharply enough on how teaching can be improved to support even better outcomes for children.
- Staff do not always consider different ways to further enhance the support they offer children who are catching up with their communication and language skills.

## What the setting needs to do to improve further

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

- embed the system for monitoring the quality of provision to help to identify where individual staff can enhance their practice, so teaching is consistently of a very high standard
- consider different ways of supporting children who find communicating more difficult, so that they become even more confident in their speaking skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector took account of the views of parents spoken with on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children during the inspection and held a meeting with the manager and deputy.
- The inspector looked at a sample of documentation, including children's developmental records, policies and procedures, and evidence of the suitability of staff working in the nursery.

### Inspector

Laura Brewer

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and managers have a secure understanding of the early years foundation stage requirements. Safeguarding is effective. Staff understand their role in protecting children and know what to do if they have concerns about a child's safety or welfare. The manager is committed to making improvements and has gained support from outside organisations to help secure future improvements. Parents are very complimentary about the friendly staff team. They say their children are happy at the nursery and have made good progress. Staff support parents to build on their child's learning at home. They encourage parents to share the enjoyment of reading with children, and parents value the book-lending scheme offered.

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

Staff gather information from parents and use their ongoing observations to establish children's starting points in their learning. Children are motivated to learn and are familiar with the routines which enable them to feel secure. They thoroughly enjoy their learning and are keen to try new experiences. Younger children enjoy making play dough and experiment with new textures. Staff offer close support and introduce new words, such as 'sticky'. Children actively engage in role play as they pretend to make food and giggle as they act out blowing food that is too hot. Older children are keen to explore outdoors. They use magnifying glasses to look for mini-beasts and skilfully carry water in cups to add to the sand to observe how the texture changes. Staff interact well with children as they teach them about shapes, sizes and colours. Children learn to count objects, recognise and write numerals, and develop the ability to solve problems.

### Personal development, behaviour and welfare are good

Staff create a welcoming environment for children and their families. They understand children's individual care needs well. For example, new children are helped to settle well and babies have built secure bonds with staff, who provide close support and comfort. Staff discuss children's needs with parents which helps to provide consistency of care. Staff are good role models and teach children to use their manners and consider the feeling of others. For example, staff encourage children to share resources and to take turns while playing with the doll buggy. Healthy lifestyles are promoted through freshly prepared meals and snacks, daily use of the outdoor play area and outings in the local environment. Children learn about the wider world during positive discussions and topic work. Children show a strong sense of personal identity and curiosity as they share books about countries where their families come from.

### Outcomes for children are good

All children are progressing well from their individual developmental starting points. They are active, confident learners who are inquisitive about the environment around them. Children are extremely sociable and build close relationships with staff and each other. For example, children are proud to tell staff that they have helped to tidy away toys, and staff offer consistent praise and encouragement. During circle time, children engage well with their peers and ensure that all children's names are sung during the 'welcome song'. Children are learning the key skills they will need for their future learning.

## Setting details

<b>Unique reference number</b>	EY463095
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10078576
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Bamgbele, Taiwo Omotola
<b>Registered person unique reference number</b>	RP516211
<b>Date of previous inspection</b>	29 June 2016
<b>Telephone number</b>	0208 691 9135 or 07535706323

Strong Tower Day Nursery registered in 2013. It is located in the Deptford area of the London Borough of Lewisham. There are nine members of staff, seven of whom hold appropriate early years qualifications, including one who holds early years professional status. The setting operates between 7am and 7pm as well as offering after-school care for children at primary school.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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