

Inspection date

5 April 2019

Previous inspection date

20 April 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

- Partnerships with parents are strong. Parents speak highly of how the setting's promotion of healthy eating and lifestyles has supported their children's development of good habits at home.
- There is a broad range of interesting and challenging resources within the free-flow environment. Children confidently make choices about where they would like to play.
- The key-person system works effectively to engage parents. For example, they have regular meetings to discuss children's progress. Parents are encouraged to take part in events such as sports day.
- The managers have high expectations for the nursery. They use feedback from professionals, families and staff to identify and develop areas for improvement.
- All children make good progress from their starting points. This includes those with special educational needs and/or disabilities and those who speak English as an additional language.
- Children are supported to keep themselves safe. For example, they carry out risk assessments and develop their early literacy skills, using clipboards to complete reports of their findings.
- At times, the staff's assessments and observations for starting points are not as precise as possible. This would enable them to support children to make even further progress.
- Occasionally during daily routines, staff do not engage children and encourage them to fully participate during transitions.

What the setting needs to do to improve further

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

- use observation and assessment more accurately and consider prior achievements when assessing children's starting points in development
- consider the planning of transition times to enhance children's interest and engagement in learning.

Inspection activities

- The inspector held conversations with the management team, staff and children throughout the inspection.
- The inspector and manager observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the premises and checked all areas for safety.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled documents, including the records for children, policies and safeguarding information, and checked evidence of the suitability and qualifications of staff.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, the managers have worked closely with the local authority to effectively drive improvements forward. Staff receive supervision, have regular team meetings and observe each other's practice. This enables them to reflect on their teaching and learning and to develop their skills. Staff make good use of new skills acquired from training to support children's ongoing learning. Managers monitor groups of children and work with staff to plan interesting activities inside and outside. For instance, children gather sticks to count during outdoor events and develop games to extend mathematical learning. Safeguarding is effective. The managers and staff know how to respond if they have a concern about a child in their care. Managers have formed an accurate self-evaluation plan. They have a good understanding of the setting's strengths and weaknesses.

Quality of teaching, learning and assessment is good

Managers and staff have high expectations for all children. They use their observations of children's skills, knowledge and understanding to plan challenging activities which inspire children to be curious. Staff ask meaningful questions as children play. For instance, they ask children to explain how fish breathe and what their gills may look like. Children engage well during group activities. They concentrate for long periods of time and use their problem-solving skills to understand how things work. They have excellent opportunities for sensory play and exploration. For example, children enjoy watching the effects washing up liquid and water as they blow bubbles. This enables staff to support children as they learn about cause and effect.

Personal development, behaviour and welfare are good

Children have lots of opportunities to learn about diversity and other cultures. For instance, children highlight places to visit to join celebrations for Chinese New Year. They shop for different ingredients and try to cook a range of food. Staff promote good hygiene routines and provide children with healthy and nutritious meals and snacks. Children are confident facing new challenges. For example, young children cut their own fruit before snack time. Older children learn how to use knives to gut and name the parts of a fish. Children behave well. They are encouraged to introduce new ideas, work together and make decisions to enhance the play environment. They show this when they ring the bell if the room becomes too noisy. This creates an environment where children develop their communication and language skills and build their confidence.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are active learners and develop good levels of independence. Their literacy and mathematical skills are developing well. This is evident when young children sign themselves in when they arrive and recognise their name in print. Older children develop their early writing skills. They begin to recognise letters, sounds and numbers. For example, they write letters and numbers in the writing area and share what they have been learning when they return their book bags from home. Children develop many skills needed in readiness for future learning and school.

Setting details

Unique reference number	EY493667
Local authority	Southwark
Inspection number	10084887
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	32
Number of children on roll	30
Name of registered person	CTY Nursery Ltd
Registered person unique reference number	RP534906
Date of previous inspection	20 April 2018
Telephone number	0207 394 7878

CTY Nursery Ltd registered 2015 and is located in the London Borough of Southwark. The nursery opens during term time only, from 8am to 6pm, Monday to Friday. It offers funded places for two- and three-year-old children. There are nine staff who work with the children, eight of whom hold relevant early years qualifications from level 3 to level 6.

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