

Little Crystals Day Nursery

49 Maberley Road, London SE19 2JE



Inspection date	11 April 2019
Previous inspection date	25 February 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

- The leadership team works together effectively to evaluate the quality of the provision. Leaders successfully seek the views of parents and staff when deciding priorities for further development. This contributes well to the continuous improvement in the nursery.
- Managers give good support to staff in their work. They enhance their teaching skills and encourage professional development. This helps children to achieve good outcomes.
- Staff work effectively in partnership with parents and other professionals. They reflect on their practice to ensure that children's learning needs are met well.
- Staff build strong bonds with children and their families. Babies quickly settle in, and children's transitions within the nursery are well planned and successful. Children's emotional well-being is supported well.
- The learning environment for children is well organised. Children are consistently engaged in activities that support them to become motivated and independent learners.
- Some children have fewer opportunities to see and hear the languages that they use at home during their play and learning.
- Although there is a good range of information shared with parents, communication about the progress children make in their learning is not always accurate.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop and use their home languages as they play and learn
- strengthen arrangements to check children's learning so that any information shared with parents about their child's progress is accurate.

Inspection activities

- The inspector reviewed documents, including children's learning and assessment records, documentation relating to staff, and evidence of professional development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact on children's learning.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector sought the views of parents during the inspection visit.
- Discussions were held with staff at appropriate times.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is good

The leadership team evaluates the service effectively. Leaders know about the different groups of children in their care and use this information to make improvements. For example, children now have more opportunities to develop their mathematical skills. The manager works well with staff to develop successful partnerships. For instance, sports coaches collaborate with staff to build on children's interests and further develop children's physical skills. Staff develop and share their teaching expertise with colleagues, including those who work at nearby sites. This helps children to make good progress. Safeguarding is effective. Staff are aware of the potential risks posed to children, and know who to report to should the need arise. Safer recruitment procedures are followed, and the ongoing suitability of staff is regularly reviewed. This contributes to children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff interact well with children. Staff use information gathered from parents to ensure that planned activities build on what children know and can do. Overall, they take appropriate action and work with parents to address any gaps in children's learning and development. Staff provide activities that children enjoy and engage with. Babies develop the small muscles in their hands, for example, as they explore corn-flour paste. This contributes to helping them to increase their muscle control as they start to make marks on paper. Staff help children to understand how to care for living things, such as when children help to look after the nursery snail. Staff support pre-school children to act out their favourite stories. They count together as they pour, and identify text and find familiar flags on packaging. This helps children to develop the literacy and numeracy skills that they need for school and shows that staff value where children and their families come from.

Personal development, behaviour and welfare are good

Staff meet the personal care needs of children well. For example, staff respond appropriately to the need for babies to sleep or rest at different times of the day. Children behave and play together well. Staff support children to make choices and respect the views of others. For example, younger children use coloured balls to vote on what to play with. Staff provide good opportunities for children to gain confidence and develop independence. For example, pre-school children select and zip their coats, ready for outdoor play. Toddlers snuggle in to staff as they share books with their friends. This contributes to their emotional well-being and supports children's social development.

Outcomes for children are good

Children who are less confident build friendships and rapidly develop their social skills. They learn about people of different abilities during planned and regular visits to a local care home. Pre-school children write their names as they label 'potion' bottles. They demonstrate their physical skills, such as when they balance on logs or manoeuvre wheeled toys outdoors. Babies move around with increasing skill and quickly begin to use single words. They show high levels of curiosity and are keen to explore. Children are well prepared for their next stages of learning and as they move on to school.

Setting details

Unique reference number	137236
Local authority	Bromley
Inspection number	10061908
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	0 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	Crystal Childcare Limited
Registered person unique reference number	RP523865
Date of previous inspection	25 February 2016
Telephone number	020 8771 0393

Little Crystals Day Nursery opened in 1994. It is one of three nurseries provided by Crystal Childcare Limited. The nursery operates from the ground floor of a semi-detached house in Upper Norwood. The nursery is open from 8am to 6pm on Monday to Friday, all year. The provider receives funding for the provision of free early education for children age two, three and four years. The nursery employs nine members of staff. Seven staff, including the manager, hold qualifications at level 3. The nursery also employs a cook and a maintenance person.

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