

Nicki Day Nursery Ltd

Nicki Day Nursery, 190 Southampton Way, LONDON SE5 7EU



Inspection date	12 April 2019
Previous inspection date	2 October 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

- Staff work closely with parents when children start at the setting, and they make precise assessments of children's prior learning. Parents commented that their children progress well.
- Babies develop close relationships with staff and feel secure. This helps to support children's emotional well-being and growing self-confidence.
- Children make good progress in their learning, including those who speak English as an additional language. For instance, staff gather keywords in children's home language during their settling-in period. They speak to children in their home language and English.
- Managers communicate high expectations for all. The positive relationships between staff teach children how to behave towards each other. Children display good behaviour and social skills.
- Partnership with parents is very effective. For example, children have built volcanoes at home with their families. Parents use the daily diary to give regular feedback on their children's home learning experiences.
- Managers regularly analyse accidents and use this information to help review the setting. For instance, they have developed a lock-down policy to continue to keep children safe.
- Managers work closely with the local authority and parents to identify the strengths and weaknesses and continue to drive improvements forward.
- During outdoor activities, staff do not routinely consider the youngest children's learning needs well enough. As a result, babies and toddlers do not make the most of their learning experiences.
- Managers have not fully determined the progress that different groups of children make. As a result, they do not swiftly identify any emerging gaps in their learning.

What the setting needs to do to improve further

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

- enhance the outdoor area to provide a highly stimulating environment for the youngest children to help them make even better progress
- analyse information about the progress of different groups of children to help identify where practice can be improved to help expand children's achievements.

Inspection activities

- The inspector observed the quality of teaching during play activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager. She checked evidence of staff's suitability, qualifications, policies and a range of other documentation.
- The inspector spoke with staff and children during the inspection.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, managers have introduced a range of observation and assessment practices to raise the quality of the provision. Managers supervise staff effectively, providing them with any additional support. Staff observe each other's practice and receive regular feedback to develop their teaching skills further. They undertake a variety of training opportunities and share their learning during team meetings. For example, staff work together with children to review the learning environment and mathematical resources. This encourages children to be more inquisitive and improves the quality of the provision. Safeguarding is effective. The staff know how to respond if they are concerned about the welfare of a child in their care.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments about what the children know and can do, as they play. They use this information well to plan for the next steps in the children's learning. For example, they follow the children's interests with a topic on 'the body', following discussions with children who have a visit to the dentist. They discuss children's progress with parents. This helps to promote continuity in children's learning. For instance, staff encourage parents to buy exotic fruit from the market to try at home. They support children who use their good communication and language skills when parents join story times at the nursery. Older children discuss which countries food comes from when they look at the world map on the wall. Staff are skilled in supporting children's mathematical skills during daily routines. For instance, older children explore 'more' and 'less' as they share out fruit. Young children enjoy counting during songs at circle time. Staff support older children to develop their physical skills with a wide range of outdoor activities.

Personal development, behaviour and welfare are good

Staff provide a stimulating, welcoming environment that keeps children motivated. Children develop their understanding of the wider world. For example, young children visit the fire station during their topic on the colour 'red'. They learn new skills that help them to keep themselves safe. Older children complete tasks and develop their understanding of a healthy lifestyle. They demonstrate this when they take turns to water strawberry plants that they have placed in the earth outside. Children confidently discuss with their peers the importance of different food, and the effect it can have on your body. They show high levels of independence and develop good self-care skills. For example, they serve themselves during mealtimes and brush their teeth after lunch.

Outcomes for children are good

All children, including those in receipt of additional funding and children with special educational needs and/or disabilities, make good progress in their development. For example, young children concentrate for long periods developing their hand-eye coordination. They skilfully pour and spoon oats into small pots. Older children retell stories and recognise letters when they share books with their peers. They are well prepared for the next stages of learning and moving to school.

Setting details

Unique reference number	EY287524
Local authority	Southwark
Inspection number	10082503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	32
Number of children on roll	24
Name of registered person	Nicki Day Nursery Limited
Registered person unique reference number	RP907685
Date of previous inspection	2 October 2018
Telephone number	07944 472 205

Nicki Day Nursery registered in 2004 in Camberwell, London. The setting is open Monday to Friday, from 7am to 6pm. There are seven members of staff who work directly with the children, all of whom hold relevant early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

