

Croft Day Nursery

75 Woolwich Road, London SE2 0DY



Inspection date	16 August 2019
Previous inspection date	1 June 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is highly effective and leads a committed staff team with high expectations for all children. Managers provide support and monitor staff to help increase confidence and promote good teaching that benefits children.
- Staff demonstrate their good knowledge of the early years curriculum. They know children extremely well and provide a wide range of exciting and challenging activities that sustain children's interests. All children make good progress in their learning.
- Staff develop excellent partnerships with parents. Effective communication ensures parents are involved in their children's learning and are regularly updated on the progress they make. For example, weekly emails provide a summary of learning, highlight children's next steps and share ideas to further support their child's learning at home.
- The key-person system works exceptionally well. This helps all children, including young children, to form extremely strong attachments and settle quickly. Staff work closely with parents during transition times, which supports their child's continuity of care effectively.
- Children's behaviour is exemplary. They are polite and show respect for others. Older children help younger children at breakfast time and display strong social skills. Staff constantly praise children and value their achievements and ideas. This helps to extend their self-esteem and raise confidence.
- On occasions, staff do not recognise when children lose interest during large-group activities.
- At times, staff miss opportunities for children who are reluctant to speak to communicate their ideas and thoughts during activities.

What the setting needs to do to improve further

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

- strengthen systems to ensure that all children are fully engaged during large-group activities
- develop more opportunities for children who are reluctant to speak to communicate their ideas and thoughts during activities.

Inspection activities

- The inspector observed activities in all the rooms and the garden area.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector spoke with parents and took account of their views and the written feedback they provided to the nursery.
- The inspector held discussions with the management team and spoke to staff and children at appropriate times during the day.
- The inspector looked at children's developmental records and sampled other documentation, including policies and procedures and evidence of staff suitability.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand their responsibilities to protect children from harm and to report any concerns regarding a child's welfare. Staff involve children in risk assessing the garden; this supports them to learn about safety and minimises any potential hazards. The management team is committed to identifying areas for further improvement. For example, managers monitor staff practice and track children's progress to identify any gaps in learning. They evaluate the provision and seek views from parents to make changes that raise outcomes for children. Previous recommendations have been addressed, and improvements have been made to the garden area to further increase learning opportunities for children. Parents speak extremely highly of the dedicated staff team, saying that they provide excellent care and learning experiences for their children.

Quality of teaching, learning and assessment is good

Staff know the children well and skilfully build on their next steps in learning. They observe children during play and make accurate assessments of their development. Staff successfully use 'sing and sign' sessions to support children's good communication skills. Children enthusiastically participate and remember the words to familiar songs. Staff skilfully use questions to extend learning and introduce mathematical concepts. For example, children named colours, counted spots on ladybirds, matched insects with wings and looked at the length of a worm. Staff introduced new words like 'more' and 'splash' as younger children added warm water to ice and watched it melt to find the hidden objects inside.

Personal development, behaviour and welfare are outstanding

Staff work exceptionally well with parents to support children's emotional well-being. For example, staff tailor the settling-in sessions to meet individual children's needs and they discuss starting points with parents. Staff support young children to build attachments before allocating them a key person who they can go to for reassurance. Children gain an excellent understanding of healthy lifestyles. For example, older children learn to relax during yoga sessions. They confidently discussed the benefits of this exercise, saying that their heart rate increases and that this helps their brains grow and is good for their muscles and bones. Meanwhile, younger children enjoyed physical exercise as they climbed onto crates and balanced along planks; staff provided support and encouraged them to try unaided. Children eat healthy nutritious meals. They eagerly engage in a competition to identify the two 'superfoods of the week' promoted by the nursery cook.

Outcomes for children are good

Children are extremely confident and independent. They show good levels of concentration and make choices in their play. Children develop self-help skills well. For example, they serve food, pour drinks and help to tidy away. Younger children share stories and mark make, while older children write their names and form short sentences to support their literacy skills. All children make strong progress from their starting points and are well prepared for the next stage of their learning.

Setting details

Unique reference number	EY461638
Local authority	Bexley
Inspection number	10075440
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	58
Number of children on roll	68
Name of registered person	Oakhurst Guardian Limited
Registered person unique reference number	RP529534
Date of previous inspection	1 June 2016
Telephone number	01322 431045

Croft Day Nursery registered in 2013. It operates in Bexley, Kent. The nursery is open Monday to Friday, all year round, from 7.30am until 6pm. It is closed for one week at Christmas and on public bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are 18 members of staff who work directly with the children. Of these, 15 hold appropriate early years qualifications at either level 2 or 3, and one member of staff holds a qualification at level 5 and one at level 6.

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