

Stockwell Gardens Nursery

YMCA, King Georges House, 40-46 Stockwell Road, LONDON SW9 9ES



Inspection date	28 August 2019
Previous inspection date	16 May 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 manager has high expectations for the nursery. She values the opinions of staff, parents and children and actively seeks their views when evaluating the provision.
- The manager and staff accurately monitor children's progress and use the information they gather to plan activities that meet their learning needs.
- Staff skilfully develop children's vocabulary as they plan a rich and varied curriculum. Children's language and communication skills are developed well, including by use of signs and symbols.
- Managers and staff support children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding well. They work closely with parents and other professionals to ensure interventions are in place to close gaps in children's learning.
- Children are supported well when they move to a new room. They build bonds with staff who are new to them prior to moving, which supports their emotional well-being.
- There is a strong partnership with parents. Staff regularly share children's development records and give parents helpful ideas to support children's learning at home. Parents appreciate the individual support they receive very much and speak highly of the nursery and staff.
- The manager and staff are enthusiastic, nurturing and positive. They get to know the children extremely well and help them to form strong relationships. Children are very happy and secure and thoroughly enjoy their time at the setting.
- On occasions, staff do not structure group activities as well as possible to meet the needs and interests of individual children.
- The deployment of staff and organisation of some activities sometimes means that children's experiences are not engaging or enriching.

What the setting needs to do to improve further

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

- refine the organisation of group activities to engage and challenge all children to help them to make the best possible progress
- ensure staff deployment is well organised and effective, especially during group activities, so that all children can be supported in their learning.

Inspection activities

- The inspector assessed children's learning in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching. She discussed children's learning with staff and sampled records and information relating to children's development.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector sampled a wide range of documentation, including staff suitability checks and accident and incident records. She held a meeting with the management team.
- The inspector spoke with parents and took account of their views and comments.

Inspector

Frances Oliver

Inspection findings

Effectiveness of leadership and management is good

The manager and staff are committed to continual improvement and reflect effectively on the service they provide. They value the contributions that parents and children make to this process. Staff keep parents well informed about the progress that their children are making. For example, parents' noticeboards located throughout the setting display a wealth of information. Safeguarding is effective. Staff understand their safeguarding responsibilities and know how to identify and report any child protection concerns. The manager follows thorough induction procedures to help new staff and those in new roles develop a secure knowledge about their responsibilities. All staff have regular training opportunities and supervisory meetings.

Quality of teaching, learning and assessment is good

Staff plan a broad range of activities that meet the individual needs of all children. Staff know the children well, including their learning styles and abilities. The environment offers an inviting, calming and purposeful place to learn. A sensory room has been created where children experience a myriad of light, sounds and textures. Children are independent in making their own choices but seek out other children and adults to share their experiences with. They work cooperatively in simple but engaging activities. For example, they have many opportunities to explore the textures of sand and water. Staff are committed and enthusiastic in their approach. This helps to encourage and support children as they make consistent progress from their starting points.

Personal development, behaviour and welfare are good

Children settle well and build good relationships with all staff, which contributes to developing their confidence and emotional well-being. Staff set consistent boundaries and children respond to requests for good behaviour. For example, younger children learn important social skills, such as sharing. Older children take turns during activities. Staff create opportunities for children to learn about the different jobs people do. For example, children explored a range of props that linked with a visit from a dentist. Children follow good hygiene routines, eat nutritious meals and take part in daily exercise, which contributes to their good health and physical well-being.

Outcomes for children are good

All children, including those with SEND and those who learn English as an additional language, gain important skills that prepare them well for the next stage in their learning, including going to school. Babies are keen to explore natural objects and are confident in developing their communication skills. Young children hold chalks and make spontaneous marks in preparation for early writing. Older children initiate conversations and take account of what others say. They suggest how a story may end. They have an understanding of letters and the sounds they represent and learn to recognise and write their names.

Setting details

Unique reference number	EY487129
Local authority	Lambeth
Inspection number	10076446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	63
Number of children on roll	39
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Date of previous inspection	16 May 2016
Telephone number	020 77375033

Stockwell Gardens Nursery is one of a group of nurseries managed by The London Early Years Foundation. The nursery registered in 2015. The nursery is situated within the YMCA building in Stockwell, London. The nursery is open 51 weeks of the year, closing for a week at Christmas. A team of 12 core staff work with the children. Eleven staff hold appropriate early years qualifications. The manager holds a degree in early childhood studies. The nursery receives funding to provide free early education for children aged two, three and four years.

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