

Inspection of Redriff Daycare

Redriff Junior & Infants School, Salter Road, LONDON SE16 5LQ

Inspection date: 19 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff organise the environment and routines well, to ensure that children are safe and well cared for. Children thrive in this small nursery. They develop secure, caring relationships with staff, which helps them to feel safe and happy.

Children are eager to learn, confidently lead their own play and make choices from the resources available to them. They enjoy taking part in group activities and learning from adults.

Parents comment on the 'family-like' feel of the provision and the strong partnerships with staff. They say that staff have an excellent understanding of their children's emotional and welfare needs and cater for these to a high standard.

Staff get to know each of the children extremely well and have high expectations for what they can achieve. Where children require some additional support, such as in developing their language skills, staff have formed strong links with teachers and specialist staff at the school from which the nursery operates. They benefit from guidance and training, to help them meet children's individual needs.

What does the early years setting do well and what does it need to do better?

- Staff ensure that their teaching covers all areas of children's learning and development. They regularly assess children's progress to ensure they are developing the skills and knowledge they will need for their future learning and when they start school.
- Children develop a secure foundation in mathematics, learning in interesting and playful ways. For instance, they practise counting through number songs and rhymes, and learn about sizes and measurements as they fill containers with sand.
- Staff carefully plan the curriculum, based on their understanding of children's development and current interests. Activities are appealing to children and support the next-steps in their learning well. For example, children are interested in farm animals, so staff have organised a trip to the farm as a way for children to observe and learn about living creatures.
- Children clearly enjoy their learning and confidently chose from the resources and activities on offer. Children like to be active and spend lots of time outdoors practising physical skills such as running, rolling hoops and riding on wheeled toys. They express their creativity in a variety of ways, for example through music, role play and art.
- Staff help children to develop positive attitudes towards healthy lifestyles. They provide healthy snacks and work in partnership with parents to ensure that

children's packed lunches are balanced and nutritious. They ensure that children learn good hygiene routines, such as washing their hands at appropriate times.

- Children's behaviour is good. They play harmoniously alongside their peers and show an awareness of rules and boundaries. Staff help them to develop positive social skills, such as using good manners and thinking about the needs and feelings others.
- The manager understands the importance of developing good partnerships with parents and other professionals, and does this well. This helps to ensure that children are well supported in their learning and there is consistency in their experiences at home and in the nursery.
- Staff celebrate some cultural and religious events with children. However, they have not explored all ways that they can develop children's understanding of diversity and what they have in common with others.
- Staff provide a variety of interesting activities for children and the quality of teaching is generally good. However, occasionally they do not allow children time to explore activities and resources in their own ways, to help them develop their own ideas and work out how to solve problems independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of a wide range of safeguarding issues and keep their knowledge current through regular training. They know the signs which might indicate a child is at risk and are confident about how to report any concerns about children's welfare. Staff have good procedures in place to assess risks to children in the nursery and take effective measures to minimise these. For example, they ensure that children are counted when coming in or out from the garden, to ensure no child is left unattended.

What does the setting need to do to improve?

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

- develop further the ways to teach children about diversity and help them to value and respect similarities and differences between themselves and others
- consistently support children to develop their own ideas and work out how to solve problems independently.

Setting details

Unique reference number	EY345818
Local authority	Southwark
Inspection number	10065944
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	1 to 3
Total number of places	9
Number of children on roll	7
Name of registered person	Redriff Daycare Partnership
Registered person unique reference number	RP909637
Telephone number	07706 997003
Date of previous inspection	22 April 2016

Information about this early years setting

Redriff Daycare registered in 2007 and operates from a classroom in Redriff Primary School. The nursery is open each weekday from 8am to 4.15pm, during term time only. It employs two members of staff, both of whom hold appropriate early years qualifications at level 2 or 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector observed a range of activities indoors and outdoors. She assessed the quality of teaching and its impact on children's learning, and discussed this with the manager.
- The inspector held a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector held discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.

We carried out this inspection 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.

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