

Inspection of Cavendish Lodge Nursery

55-57 Lewin Road, Streatham Common, London SW16 6JZ

Inspection date: 26 November 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff have high expectations of all children and know their capabilities. Children demonstrate a positive and confident attitude to their learning. Older children are independent learners who are developing key skills for starting school. They competently express their views and ideas to others. Staff help children to count and recognise numerals. During role play, some children made 'cottage pie' and talked about the 'mashed potato' their daddy makes at home. Staff allow children to follow their emerging interests. However, very occasionally, they do not help children to understand why they cannot play with some toys, before taking them away. This does not enhance children's learning and their emotional skills as effectively as possible. Older children have a secure understanding of the wider community. For example, children play with fire engines, pretending they are firefighters. Toddlers enjoy books with staff and focus very well as they complete puzzles. Staff ask lots of questions to help children think and solve problems. Babies have plenty of space to develop their walking, standing and crawling skills. Although children behave well, at times, staff do not consistently plan activities for older children, particularly during transition between some activities. Children are respectful and courteous towards each other and staff. Parents are extremely satisfied.

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

- The provider and manager have a clear vision of what they want to achieve. Their action plans identify how they intend to secure improvements. The well-qualified staff are led and managed well and they work closely as a team. There are a few new staff but all are enthusiastic and committed to providing children with high-quality care and meaningful learning experiences. Staff receive regular support through supervision and coaching. This helps them to improve their skills and to understand their roles and responsibilities well.
- Children are very confident and competent in their abilities. Older children worked together well as they set out an obstacle course game and took turns to have a go. They praised each other excitedly and clapped as they encouraged their friends. Children negotiated and discussed their roles as they pretended to cook with sand in the garden. Children are eager to discuss and share their ideas. They are curious and excitedly explore. They learn about shapes, solve problems and operate mechanical toys, calculators and magnetic trains. These activities help to promote children's physical and mathematical development, their understanding of the world and their imaginative skills effectively.
- Staff use observations and assessments effectively to identify what children know and can do, and plan clear next steps in their learning. This helps staff to provide an ambitious curriculum that helps children to make good progress from their starting points. Although, at times, some staff do not ensure consistency in

meeting each child's needs. This is particularly the case during transition between activities in the pre-school rooms. Children have to wait for long periods, and they lose concentration.

- Older babies excitedly join in with action songs and rhymes. Toddlers anticipate words and phrase endings to familiar stories, which they repeat with staff. Older children enthusiastically practise Christmas songs, which they will sing in their production for parents. Children develop strong social, communication and language skills.
- Parents speak very highly of staff and the provision. They feel staff are friendly and approachable. Parents have daily opportunities for feedback about their children and know how to support them at home. Children are polite and respectful of others.
- Children's health is supported very well. Those with specific dietary requirements are catered for effectively. Children are active and learn to wash their hands before eating. The nappy-changing area is cleaned after each use.
- Staff provide opportunities for babies to enjoy musical instruments and play in the sand. These sensory experiences help them to understand the world around them. Staff form positive bonds with children. Children learn to be independent and behave well. However, occasionally, staff do not help older children to understand why they are not allowed to continue playing with toys they enjoy. This does not provide consistency in promoting their emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their responsibilities to report any signs that may suggest a child is at risk of harm. They have a secure understanding of the procedures to follow and who they would report their concerns to. Safeguarding training is regularly attended to ensure staff's skills and knowledge are kept up to date. The provider follows robust recruitment processes and assures the ongoing suitability of adults working with children. The manager ensures staff complete risk assessments and are well deployed. They are constantly vigilant about the security of the setting to help keep children safe.

What does the setting need to do to improve?

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

- when an activity is not allowed, help children to better understand why this is, in order to further support their emotional development
- strengthen planning for some activities, particularly at transition times, so the needs of all children are considered and the length of time children spend waiting is reduced.

Setting details

Unique reference number	EY413099
Local authority	Lambeth
Inspection number	10131310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	87
Number of children on roll	87
Name of registered person	CLNS Limited
Registered person unique reference number	RP526398
Telephone number	02088358500
Date of previous inspection	23 April 2015

Information about this early years setting

Cavendish Lodge Nursery registered in 2010. The nursery is located directly opposite its sister nursery, in Streatham, in the London Borough of Lambeth. It is open from Monday to Friday, from 8am to 6pm, all year round. The nursery closes for one week at Christmas. The provider employs 35 members of staff, of whom 25 work directly with the children, including the manager. Of these, 22 staff hold appropriate early years qualifications. One holds early years professional status and two staff members hold early years degrees. The provider receives funding to provide free early years education for children aged three and four years.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a learning walk of the nursery with the manager. She held meetings with the provider and manager.
- The inspector discussed documentation, including public liability insurance, safeguarding policies and procedures, staff qualifications and the suitability checks.
- The inspector carried out a joint observation with the manager. She evaluated and discussed the impact this had on children's learning.
- The inspector spoke to parents on the day of the inspection and took account of their views.

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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