

# Inspection of Cavendish Lodge Nursery School

52 Lewin Road, London SW16 6JT

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Inspection date: 21 February 2020

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

### **The provision is good**

Children enjoy being in this safe and stimulating environment. Babies feel secure and settled, and form strong bonds with practitioners. There are lots of smiles and laughter in the baby room, as babies display their developing personalities. Pre-school children are interested to learn about the natural world. For example, they concentrated well as they looked closely at pussy willow twigs with the gardener. They listened intently as she explained how they grow. Children's hand-eye coordination is developing well. Toddlers manipulate pencils and glue sticks with skill, and pick up tiny sequins using their index finger and thumb. Children understand the importance of good hygiene procedures. During role play in the home corner, toddlers reminded staff that they must wash their hands before eating lunch. Care routines are carried out sensitively at children's own pace, so as not to disrupt their concentration. Children learn how to stay safe. They climb the nursery stairs independently, as practitioners remind them to go slowly and hold the banisters. Practitioners stand nearby to support children should they need help. Pre-school children are generally well behaved. Practitioners support them to use a variety of good behavioural strategies, such as using sand timers to help them take turns. Pre-school children use numbers confidently. They counted backwards from 10 while playing 'What's the time Mr Wolf?'.

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

- Practitioners spend the majority of their time working directly with children. Additional staff undertake practical duties, such as administration, cooking, housekeeping and premises management.
- The provider gives careful consideration to the organisation of the premises and resources. There is plenty of space for children to move around, inside and outdoors. Equipment, toys and furniture are of high quality, and are clean and well maintained.
- Children's language skills develop well. Babies quickly move from babbling to repeating single words. Pre-school children demonstrate a growing vocabulary, as practitioners introduce new words while they play. For example, when children pretend to cook in the home corner, practitioners talk to children about the ingredients they might need.
- Practitioners know their key children well. They undertake initial assessments when children start at the setting. This helps practitioners to understand children's needs swiftly and work closely with parents to help them to support children's development at home.
- The manager has devised an ambitious and balanced curriculum which covers all areas of learning. She monitors children's progress, observes practice and gathers information from parents to ensure the quality of the provision. Rigorous performance management systems are in place to support practitioners' well-

being and to identify any training or support they may need. A wide range of in-house training is available to help practitioners to develop their skills.

- Children with special educational needs and/or disabilities are well supported. Practitioners work with parents to find out about their children's individual needs, and adjust their routines accordingly.
- Children demonstrate persistence and are able to solve practical problems. For example, pre-school children attempted to fit a large sand timer in a drawer. When the drawer would not close, they turned the timer and set it on its side so that they could successfully close the drawer.
- Children's literacy skills are well supported. Babies enjoy sharing books with practitioners and join in with familiar phrases. Older children learn about letters and the sounds they represent. Children find their own name cards for self-registration when they arrive at nursery. Additionally, they write their names on their artwork. Practitioners understand that some children have different learning styles, and so they find different ways to interest them in writing. For example, they organise activities for mark making in the sand.
- Children are generally well engaged in activities. However, some practitioners are slow to start new activities, and routines, such as mealtimes, are sometimes drawn out. As a result, some children lose concentration and become restless.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are kept secure to prevent unauthorised persons from gaining access. A record is kept of all visitors. There are robust procedures in place for the safe use of mobile telephones and electronic devices. Staff speak confidently about safeguarding. They understand about the different types of abuse and know what action they must take to protect children. They have regular opportunities to discuss any concerns they may have, and attend regular training to keep their knowledge up to date. The provider follows safe recruitment processes to ensure all practitioners are suitable to work with children.

## What does the setting need to do to improve?

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

- support children's concentration by minimising the gaps between activities so that children are not kept waiting
- ensure strong adult leadership in all rooms to make sure that routines, such as lunchtimes, run smoothly.

## Setting details

<b>Unique reference number</b>	EY338408
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10138085
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	CLNS Limited
<b>Registered person unique reference number</b>	RP526398
<b>Telephone number</b>	0208 835 8500
<b>Date of previous inspection</b>	7 April 2016

## Information about this early years setting

Cavendish Lodge Nursery School registered in 2007. It is situated in the London Borough of Lambeth. The nursery offers care from Monday to Friday, 8am to 6pm, throughout the year. The nursery is in receipt of funding for free early education for children aged three and four years. There are 27 members of staff, 16 of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Anita Rickaby

### Inspection activities

- The inspector held discussions with parents and took their views into account.
- The inspector spoke with leaders and staff throughout the inspection.
- The manager accompanied the inspector on a tour of the premises and explained how the provision is organised.
- A sample of documentation was reviewed by the inspector, including first-aid certificates and staff suitability checks.
- The inspector observed interactions between children and practitioners, throughout the session.

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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