

# Inspection of The Gingerbread House Day Nursery

81 Purley Downs Road, South Croydon, Surrey CR2 0RJ

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Inspection date: 19 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle very quickly into this warm and welcoming nursery. Young babies enjoy cuddles on arrival. They adjust quickly to the new environment and confidently explore their surroundings. Staff work hard to develop strong relationships with children and parents from the start. The nursery prides itself on a strong key-person system that shows that staff members know their key children extremely well.

Overall, children benefit from the broad and exciting range of activities on offer both inside and outside. Staff skilfully engage with and build on children's interests, helping them to develop a positive attitude to learning. For example, young babies enjoy stories and clap in delight as staff sing rhymes with them. Toddlers show good concentration and perseverance as they rotate puzzle pieces to complete jigsaws. They listen well and follow instructions as they choose their own ingredients to make 'cakes' in the mud kitchen. Older children enthusiastically enjoy making fruit kebabs. They recap on previous learning and show a good knowledge of fruits, including their different features and tastes. During activities, staff use opportunities well to extend language skills and vocabulary. Children confidently describe the textures and share their experiences. Stories and discussions are used effectively to increase children's knowledge of different cultures and the wider world.

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

- The manager is ambitious and has high expectations for the children in her care. Observations and assessments are generally used effectively to ensure all children make good progress in preparation for school. Staff build on children's individual knowledge and plan activities to extend their learning further. However, on occasion, some group-time activities for two-year-old children are not planned well enough to engage them and extend their learning further.
- Staff place a high priority on promoting children's language and communication skills. They enthusiastically share stories and sing together across the age groups. Staff test children's understanding by asking meaningful questions. They allow children time to think and answer for themselves. New vocabulary is introduced and children are supported to extend their sentences. Babies are encouraged to babble and repeat noises.
- Partnerships with parents are very positive. Parents state that they are happy with how well their children settle and build relationships with the staff. They also comment on smooth transitions as their children move between rooms. Parents value the feedback they receive from staff on their children's progress and ideas to continue learning at home. Parents feel confident with the manager and acknowledge that any concerns are addressed quickly and efficiently.

- Staff support children to develop their independence and self-help skills well. For example, younger children make choices in their play, wash their hands, help to tidy away and self-select at snack times. Older children set the tables for lunch, pour their own drinks, and serve their own meals. Children talk about healthy eating and enjoy the varied menu provided. They show respect for their friends and have a good understanding of nursery rules. They behave well and use good manners.
- The manager and senior staff have a clear vision for ongoing improvements for the nursery. The manager carries out regular supervision with staff and monitors their progress. However, she acknowledges that due to the COVID-19 (coronavirus) pandemic and not being able to mix different 'bubbles', this has not continued as planned. She has identified strengths and areas for further development, which includes evaluating staff practice and building on their skills.
- Children increase their mathematical language and concepts during their time at nursery. Staff engage skilfully with them during activities and conversations to extend these experiences. Older children count and problem solve, working out how many places are needed at the table for lunch. They discuss shape, size and colour as they cut and taste fruit. Toddlers use scales to weigh dinosaurs and fill jugs full of water. Babies play peekaboo with the toddlers as they hide behind the arch and inside the tunnel.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery maintains a robust recruitment procedure to ensure that all staff are suitable to care for children and check their ongoing suitability. Staff receive an intensive induction process when they start. They regularly update their training and are knowledgeable about their roles and responsibilities relating to child protection. Staff have a good understanding of signs and symptoms that would cause them concern. Policies and procedures are in place and staff have a clear understanding of how to report concerns for children or for whistle-blowing. Staff use daily checks to ensure the environment is safe from hazards and teach children about safety.

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

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

- monitor staff and evaluate their practice more precisely to build and extend their skills to the highest level
- plan more effectively to ensure two-year-old children are fully engaged during group activities.

## Setting details

<b>Unique reference number</b>	2506894
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10194550
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	56
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Beech Green Day Nursery Limited
<b>Registered person unique reference number</b>	RP554200
<b>Telephone number</b>	02086549879
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Gingerbread House Day Nursery registered in February 2019. It is based in Purley in the London Borough of Croydon. The nursery employs 14 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday from 8am until 6pm, 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Craig

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk around the nursery. She explained how the early years provision and the curriculum are organised.
- The inspector observed activities inside and outside and conducted a joint observation with the manager to look at the quality of education.
- Discussions were held with the manager and staff at appropriate times during the inspection.
- A range of documentation was viewed, including staff suitability, insurance and staff qualifications.
- The inspector spoke to a selection of parents and children 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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