

Inspection of St. Andrew's Community Nursery and Out of School Club

St. Andrew's Centre, Brockley Road, LONDON SE4 2SA

Inspection date: 10 August 2021

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

Children come to the setting with excitement. They are eager to go and greet their friends when they arrive. Children form warm and secure relationships with the staff. They feel comfortable and confident to go and seek help during their play. For example, when children think their magnet is not working, they go and tell staff. Staff respond by inviting children on a hunt to find what materials work with the magnet. This is not only fun for the children, but they learn about the different types of materials.

The setting has been open throughout the COVID-19 (coronavirus) pandemic. Staff were able to support children and families throughout. They are aware that the pandemic affected children's well-being and behaviour. Staff talk to children about their feelings and help them to manage their behaviour. Leaders have identified that the reorganisation of the setting due to the COVID-19 pandemic has had a positive impact. Staff were able to get to know children even more and provide specific learning opportunities for their needs.

Staff place emphasis on children learning outdoors and connecting with nature. Leaders understand the positive impact that nature has on children's well-being. They also try to provide learning experiences that children might not get outside the setting. For example, funding is being used to provide ballet sessions and a mobile zoo to visit the setting.

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

- Leaders have high expectations for children. They want children to develop their confidence and become independent and responsible people, who will contribute to society in a positive way. Leaders put a lot of emphasis on giving children opportunities to make independent choices about their play and learning.
- Staff put children's interests first when planning activities and resources. This helps them to put an aspiring curriculum in place. Staff make sure that they get to know children and their families first, to help identify what children need to learn next. This also enables staff to identify any gaps in children's learning and development. Staff's excitement when children achieve their next steps in learning spurs children's thirst to learn more. However, leaders need to develop the curriculum further, especially in the area of teaching children about online safety.
- Children thoroughly enjoy activities outdoors. They are confident to initiate and choose their play. When creating 'moon sand', using flour and baby oil, children are inquisitive about the texture and what they can do with it. They excitingly engage in dialogue with staff and other children about the things they can use to make the sand smell different. Children are able to extend their vocabulary

across all areas of learning. They practise their communication skills as they listen attentively to others. However, the learning environment inside is not consistently as exciting. Children wander off at times and lose interest quickly during their play.

- Staff encourage children to share and take turns. They use their teaching skills well to manage children's expectations. Staff describe the differences and similarities of resources when children look for an alternative to play with.
- Parents are very happy with the provision for their children. They only have positive things to say, especially about the caring way that staff liaise with them and their children. Parents are effectively involved in their children's learning. They are kept up to date about what children do during their time at the setting.
- Children have plenty of opportunities to develop their physical skills. They water the plants, transferring water with cups and other jugs from the rain collection bucket. Children try to not spill water, using their balancing and coordination skills well. Staff support children well during this activity. They encourage children to try again when they spill the water and provide guidance on how to successfully transfer the water. Consequently, children who previously spilled the water are able to water the plants too. This shows that the interactions from staff have a positive impact on children's learning. Children become resilient, including children with special educational needs and/or disabilities.
- Leaders support their staff team very well. They know the needs of their staff and provide extra support, including respite if needed. For instance, they step in to help with children so that staff can have a break. Leaders hold regular supervision meetings with staff. They identify any support needed for children and any training needs for staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular risk assessments indoors and outdoors. Staff discuss any patterns of accidents to identify and minimise risks to children. They keep appropriate records of any accidents that happen at the setting. Staff also record if a child comes to the setting with an injury. Leaders and staff have attended training to help them recognise any children who may be at risk of harm. They are aware of the procedures to follow if they have concerns about children in their care. Staff supervise the children well and maintain ratios.

What does the setting need to do to improve?

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

- enhance the curriculum to help children to learn how to keep themselves safe online, at home and at the setting
- review the organisation of indoor resources to promote children's interests and

engagement more effectively during child-led play.

Setting details

Unique reference number	EY437798
Local authority	Lewisham
Inspection number	10202910
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 at time of inspection	2 to 4
Total number of places	42
Number of children on roll	41
Name of registered person	St. Andrew's Centre
Registered person unique reference number	RP531151
Telephone number	020 8692 5041
Date of previous inspection	25 April 2017

Information about this early years setting

St Andrew's Community Nursery and Out of School Club registered in 2011. It operates within the grounds of St Andrew's Church in Brockley, in the London Borough of Lewisham. The setting employs 14 members of staff. Of these, 12 hold relevant childcare qualifications at level 3 and above. This includes one member of staff who holds an early years teacher qualification. The setting receives funding to provide early education for children aged two, three and four years. It provides full-day care from 8am to 5.45pm for 50 weeks of the year. The setting also operates an out-of-school club on weekdays from 3pm to 6pm, during term time only, and a holiday playscheme during school holidays.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- This was the first routine inspection the setting 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 the evaluation of the setting.
- The deputy manager led the inspector on a learning walk of the nursery and explained how the nursery is organised.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The deputy manager carried out a joint observation of an activity with the inspector. They looked at how well staff teach children and what they want them to learn.
- The deputy manager showed the inspector a sample of documents. This included evidence of staff's suitability and training.
- Parents, staff and children shared their views about the setting verbally and these were taken into consideration.

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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