

Inspection of The Conservatoire Nursery

21 Lee High Road, London SE3 9RQ

Inspection date: 4 November 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are enthusiastic learners, who love coming to nursery. Babies and children are extremely happy and demonstrate high levels of emotional security, confidence and self-esteem. Children's interests and love of learning are at the heart of every decision staff make. Staff support children in developing extraordinary independence rapidly through daily routines and experiences. Children thoroughly enjoy exploring the carefully eye-catching planned environment in an unhurried atmosphere. They make independent choices from highly motivating activities that capture their curiosity for learning. Experiences are continually evolving, both indoors and outdoors. Children are completely involved in play and learning. They consistently smile and laugh together. For example, babies are fascinated when they discover different textures during sensory play. They smile, giggle and clap their hands with excitement, and they relish the praise they receive from staff. Toddlers demonstrate excellent balance and coordination as they climb the obstacle course. Pre-school children confidently talk about their learning. They use some rich vocabulary.

Children enjoy learning about sustainability, recycling cardboard and plastic bottles and eagerly build the compost bin for the wormery. Children behave extremely well. They show secure relationships with staff and happily seek reassurance when needed, in the form of a supportive hand or cuddle.

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

- Staff are highly skilled and knowledgeable and demonstrate a deep understanding of how children learn. They plan and implement a sequential curriculum based on children's interests and the next steps in their learning. All children make outstanding progress in relation to their starting points, including children with special educational needs and/or disabilities. Assessment is rigorous and identifies areas where children need extra help.
- Children thoroughly enjoy their learning and show a keenness to explore and discover. They develop a love of literature. They know how to handle books and are excited to listen to and join in with stories. They know songs and rhymes and recite them with great enthusiasm. Staff skilfully question children during the book to link what they are reading to their own experience. For example, during story time with older children they use vocabulary, such as 'author' and 'illustrator'.
- Staff use a wide range of impressive strategies to support children's language development. They talk clearly and give children plenty of time to practise speaking. Staff in the younger age rooms listen and repeat any words that children say, supporting these with Makaton signs. Older children become confident speakers and develop an extensive range of vocabulary. Staff are well

qualified and experienced. Their high-quality interactions and inspiring conversations help to develop children's vocabulary and confidence in speaking very well. For example, children have discussions as they complete a science experiment to make a fizzy drink. Children eagerly explain what 'carbonated' means.

- Staff know the children extremely well and can talk about their needs, next steps in learning and unique personalities in depth. They use their knowledge of children's interests to create exciting development opportunities. Babies excitedly explore corn flour and water in a large tray to make marks during sensory play. Toddlers enjoy reaching for toys in muddy water as they engage in messy play. Pre-school children eagerly join staff to plan their own learning through their interests. Staff enable children to lead their own play and make choices about their learning.
- Managers and staff build impressive, effective relationships with parents. They get to know them and the children very well indeed. Managers and staff fully engage parents in their children's learning and keep them updated about progress. Parents comment how the home learning is effective in supporting their children. Trips to local markets help build children's confidence of being in the community since the COVID-19 pandemic and staff have acted swiftly to change arrangements for drop off and pick up due to rising cases. This strong partnership helps to raise outcomes for children to the highest level.
- Managers have established a wide-ranging system to support staff in further developing their knowledge and skills. The knowledgeable managers consistently work alongside staff to share their vision and expertise. Staff are encouraged to increase their early years qualifications and study educational research. This helps to give staff a broad understanding of how children learn and develop. This has an extremely positive impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare is given the utmost priority. Staff have an excellent understanding of the signs and symptoms of abuse and neglect. They are confident to refer any concerns to the relevant agencies. Staff attend regular training to ensure they keep up to date with new safeguarding legislation. They also have a highly detailed awareness of modern day issues, such as children and families at risk of radicalisation. The manager and staff know how to manage allegations about staff conduct. Procedures for recruitment and selection are extremely robust to ensure the suitability of staff. Children play and learn in a secure, well-maintained environment, where staff are vigilant to any potential risks.

Setting details

Unique reference number	EY486868
Local authority	Greenwich
Inspection number	10137914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	48
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 8318 2274
Date of previous inspection	17 May 2016

Information about this early years setting

The Conservatoire Nursery registered in 2015. The nursery operates from 8am until 6pm on weekdays for 51 weeks of the year. The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications up to level 6. The nursery receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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