

# Inspection of Canterbury Centre Childcare

Canterbury Recreation Park, Croydon, Surrey CR0 3HH

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Inspection date: 26 November 2021

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

### **The provision is good**

Children enjoy attending the nursery and feel safe and secure. The leadership team and staff know the children well and have a clear understanding of their starting points and individual needs. This information is used to plan a well-balanced curriculum which enables children to make good progress in their learning. Children enjoy the nursery indoor and outdoor free-flow approach which enables them to explore and supports their physical development. Children's communication and language skills are developed by staff as they introduce new vocabulary during everyday activities. As children enjoy a healthy snack, adults have in-depth conversations about the food that they are eating and where it comes from. This builds on children's existing knowledge and helps children to express their own ideas and thoughts.

Children are confident and they have secure attachments with key persons and other members of staff. They seek out adults for comfort and reassurance when needed. Children behave well as staff are good role models. Good manners are encouraged, praised and acknowledged by staff.

Staff work closely together to support the overall needs of individual children. The nursery routine flows smoothly, allowing transitioning from one activity to the next. Children know the routine and know what to expect next. Independence is promoted throughout the nursery with encouragement of putting on and taking off coats, washing of hands and using the toilet. This supports children to develop skills in preparation for their move on to school.

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

- The leadership team has a clear vision for the nursery. The manager demonstrates a reflective approach and is able to identify clear intentions for the future. The leadership team has considered the impact of COVID-19 on both children and staff. This is reflected in how they have implemented the curriculum, focusing on the children's personal, social, and emotional development while building strong parent partnerships. Staff have attended training around mental health and their working hours were reduced to support their well-being.
- The nursery is based in the heart of a multicultural community with a high number of children who are learning English as an additional language. Key persons work closely with parents to establish keywords in home languages to help them meet children's needs. Children's language is supported effectively through use of visual prompts and open-ended questions. This allows children to build on their vocabulary and express their ideas.
- Staff are attentive to the needs of the children and younger children build secure

relationships with their key person. Overall, the curriculum is well planned to support the needs of the children. However, some activities such as large-group story time and adult-led activities do not always meet the needs of all of the children. This means that some children's learning is not maximised as the activities lack purpose.

- Staff support children's early mathematical skills successfully through stories and songs. The environment is organised to encourage children to recognise numbers and older children can count confidently to 10.
- Pictures of children and their families are displayed to help support children's transitions from parents into the nursery on arrival. Staff effectively use the pictures throughout the session to reassure children when needed to support them emotionally. This also helps to raise children's self-esteem and sense of belonging.
- Overall, children with special educational needs and/or disabilities (SEND) are supported appropriately. Staff work closely with parents to provide consistent care. Together, they put targeted plans in place to help children with SEND to progress in their development. However, on occasions, there is a delay in liaising with other professionals to ensure children receive the right support at the earliest opportunity.
- Parents are very happy with the care provided to their children and say that their children enjoy attending. Parents comment that they like the friendly and caring staff team and say that their children come home singing new songs they have learned at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders reinforce safeguarding in all that they do to support children's safety and welfare. Staff know and understand possible signs that may give them concern that a child is at risk. They can identify the correct procedures to take if they had any concerns. Leaders maximise opportunities to discuss safeguarding to ensure that staff refresh their knowledge to ensure children are protected. The management team has started to build relationships with external local authority agencies that support them with advice where safeguarding is a concern.

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

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

- develop relationships with other professionals to ensure children with SEND receive appropriate support at the earliest opportunity
- review the deployment of staff during large-group and adult-led activities to ensure all children are appropriately supported to develop their learning even further.

## Setting details

<b>Unique reference number</b>	EY249341
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10215825
<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>	2 to 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Acorns2Oaks Limited
<b>Registered person unique reference number</b>	RP910300
<b>Telephone number</b>	0208 683 2711
<b>Date of previous inspection</b>	7 February 2017

## Information about this early years setting

Canterbury Centre Childcare registered in 2003. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. The nursery also offers additional morning and afternoon sessions during term time. The nursery is located in the London Borough of Croydon. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 23 members of staff. Of these, one holds an early years degree, three hold foundation level degrees, and 17 staff hold a recognised early years qualification at level 3.

## Information about this inspection

### Inspector

Christel Brown

## 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 inspector met with parents at the start of the day to share their views which were fully considered.
- The manager joined the inspector on a learning walk where she shared the vision of the nursery and how the curriculum is embedded within the nursery.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation of an activity.

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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