

Inspection of The German Kindergarten Bermondsey

28 St. James's Road, LONDON SE16 4QR

Inspection date: 8 December 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time at this welcoming nursery and, at times, are reluctant to leave. They form warm bonds with their friends and staff. Children who are new to the setting quickly learn new routines and take part in activities. Children show their independence as they go to their individual baskets to find and put on clothes or store belongings. They are proud of their displayed artwork. Children learn how to keep themselves safe as they play. For example, younger children giggle and hold on tightly as they enjoy the see-saw.

Children who need extra help with their learning make good progress. All children benefit from the information that staff share with their parents about how they learn best. Children's health and well-being are supported well by staff. For example, children enjoy nutritious plant-based meals. They often exercise and play outdoors in the fresh air. Children's emotional well-being is paid close attention by staff, particularly during periods of change or loss. Children behave well and respond positively to challenging tasks. They have a sense of pride because staff consistently acknowledge their achievements. Children who were previously less confident show the progress they make. For example, they interact with others and begin to make choices. They become confident to share their decisions with others.

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

- Staff have high expectations of children. They plan challenging activities and sequence children's learning effectively. For example, children use spoons to sort and pick up glass stones. This strengthens children's small hand muscles, in preparation for later writing.
- Staff have a clear approach to children's language development. They use methods, such as visual aids, sign language and mime stories, to help children quickly acquire an understanding of the language spoken in the nursery. Staff share information that helps parents to understand more about bi-lingual children and how their children develop language.
- The special education needs coordinator (SENCO) completes relevant training and carries out her role effectively. She has a good knowledge of local referral procedures. She seeks funding to help support children who may need extra help with learning. The SENCO works closely and sensitively with staff, parents and outside agencies. This helps to narrow any gaps in children's learning.
- Staff provide activities that help children to take account of the views of others. Children accept the choices their friends make. For example, they decide with each other how to use different areas of the nursery. Children show very positive behaviour and attitudes.
- Children enjoy using their imaginations. They play in the dark with torches and dress as superheroes. Children pretend they are using mobile phones as they

talk into calculators. They have fun selling 'shop' items to staff.

- Staff provide frequent opportunities for children to develop their independence. For example, children dress themselves in waterproof clothes, ready for outdoor play. Children are eager to wear job badges and assist with daily tasks, such as helping their friends to wash their hands.
- Staff support children's developing understanding of mathematics well. For example, staff encourage children to count the number of friends present each morning. Younger children begin to recognise numerals on envelopes that they open daily during Advent.
- Staff implement effective personal care routines that mirror those from home. They keep eye contact, sing, and talk with children while changing nappies. Staff reassure some children with comfort items, such as 'toilet monsters', as they work towards achieving independent self-care.
- Staff help to develop children's communication skills well. For example, they plan frequent active storytelling, singing and mime sessions. Children excitedly act out stories, such as penguins jumping over ice blocks or climbing through tunnels in the South Pole. Very occasionally, some children do not receive sufficient support from staff to engage during group activities.
- Staff acknowledge and discuss some special events with children. Children recall their Oktoberfest celebrations with staff and see photos of their holiday experiences on display. However, some children have fewer opportunities to appreciate and value their backgrounds and cultures.
- The provider has good arrangements to evaluate the nursery. Parent representatives regularly share feedback with the provider and manager, who also have working links with local early years advisers. This helps the provider and manager to accurately identify priorities for future development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of potential risks posed to children, including exposure to extreme view or ideas, unsafe technology, or female genital mutilation. Staff recognise when a child is at risk of abuse or neglect and know how to report such concerns. They understand what action to take if concerns arise about the suitability, behaviour or actions of a colleague. The provider has taken steps to ensure the premises are secure and safe. Staff implement procedures, such as risk assessments, effectively. For example, they are vigilant and supervise children closely and complete regular headcounts when children play outdoors.

What does the setting need to do to improve?

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

- enhance support for staff teaching skills, so that children are more consistently

supported to take part during group activities

- extend opportunities for children to appreciate their backgrounds and culture as they play and learn.

Setting details

Unique reference number	2515586
Local authority	Southwark
Inspection number	10191625
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	21
Name of registered person	German Kindergarten London Ltd
Registered person unique reference number	RP910335
Telephone number	020 7237 0356
Date of previous inspection	Not applicable

Information about this early years setting

The German Kindergarten Bermondsey registered in 2019. It is located in Bermondsey in the London Borough of Southwark. It is one of four private nurseries. Six staff work directly with children. All staff hold qualifications at level 5 and above. The provider receives funding for the provision of free early education for children aged two, three and four years. Staff speak German throughout the day.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The inspector observed the quality of interactions between the staff and children and assessed the impact of these on children's learning.
- The provider and manager met with the inspector. Discussions included arrangements for the recruitment, support of staff and safeguarding.
- The manager showed the inspector around the nursery and explained how children's learning is supported.
- Documents were reviewed. These included evidence of the suitability of staff, their professional development and children's learning records.
- The inspector spoke with staff, parents and children at appropriate times.

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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