

Inspection of 1st Place at Cambridge House

Cambridge House & Talbot, 131-139 Camberwell Road, London SE5 0HF

Inspection date: 16 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children engage well with learning at this inclusive and welcoming nursery. Those children who are new to the nursery, or children who become upset following extended absences, receive warm reassurance from staff. They respond well to the comfort and cuddles they receive. Children who need extra help with their learning progress very well from their starting points. They demonstrate confidence in their abilities, such as when navigating on the bicycles that they ride. Children who speak another language at home show pride in their achievements, and children are eager to show their artwork to adults.

Children have consistent opportunities to explore the attractive and well-resourced learning environment. Children behave well and show that they feel safe and secure. They enjoy playing alongside their friends during role play. Children collaborate well with their peers and adults in the pretend kitchen. Babies develop their physical skills as they navigate wooden bridges and tunnels. Pre-school children focus and concentrate for extended periods during creative sessions with the artist-in-residence. They show their understanding of number as they count the strips of tape that they stick together. Children experience a range of sensory activities. For example, toddlers run their fingers through flour and sand. Older children roll and manipulate clay. Children who need extra help to communicate begin to use single words, and develop a keen interest in letters and numerals.

Children's moves within the nursery, and beyond, are well planned. They respond well to the high expectations of staff. Children receive good support to develop the skills and attitudes that they need for future success.

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

- Leaders are ambitious for children and staff. They involve staff in research to further explore how children learn best. Leaders identify professional development opportunities for staff and encourage them to gain recognised qualifications. They use additional funding effectively to enhance children's learning experiences. This contributes well to the progress children make in their learning.
- Leaders and staff understand how to sequence learning. Toddlers explore patterns and marks such as when they run wheeled trains in paint. Children strengthen the small hand muscles they need for later writing, for example as they manipulate clay.
- Staff identify possible gaps in children's learning at an early stage. The manager and special educational needs coordinator liaise well with other professionals to get children the help they need, with the close involvement of parents. This helps to narrow persistent gaps in learning.

- Staff establish warm bonds with children and support their emotional needs well. For example, children who find it difficult to settle in, or those who need extra support to manage their emotions, benefit from targeted time in a sensory room. Staff offer children comfort items from home. This helps children to feel more emotionally secure.
- Staff use resources in the local community to extend children's learning. Children experience the natural environment, for example during regular forest school sessions and while on park visits. This helps children to develop an awareness of the world around them.
- Staff support babies to develop their curiosity. For example, babies explore natural materials and handle shiny or textured items. Staff implement personal care routines that mirror those from home. Older babies begin to recognise their physical needs. For example, they settle themselves into large cushioned wicker baskets when they are tired.
- Children develop their communication well. They enjoy regular songs and music. Babies sway and toddlers get up to dance, during singing sessions. Staff help children who speak another language at home to acquire good English speaking skills. However, opportunities for some children to recognise, value and share the languages they speak at home are less well developed.
- Staff share initial and ongoing information with parents. They provide regular feedback to parents about their children's learning experiences. Staff develop positive relationships with parents, some of whom are involved in learning projects with their children. Opportunities for other parents to build on their children's learning at home are more limited.
- Parents speak highly about their children's experiences and the committed staff team. They value the local visits, events and creative opportunities offered to their children. They comment positively about the emotional support that staff provide to their children during periods of change.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They know how to recognise potential risks to children's welfare, including exposure to extreme views, domestic abuse or possible concerns about the behaviour of a colleague. Leaders understand the roles of relevant agencies. They work confidently with other professionals to help keep children safe, and access early help for families when needed. Leaders follow safe recruitment guidance. There are effective arrangements to assess the initial and ongoing suitability of staff. Staff manage the individual needs of children, such as dietary requirements and care plans, appropriately. They implement procedures effectively, for example risk assessments.

What does the setting need to do to improve?

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

- extend opportunities for children to recognise and share the languages, cultures and traditions they experience at home
- enhance existing good partnerships with parents, so that they are all routinely supported to understand how to build on their children's learning at home.

Setting details

Unique reference number	EY430448
Local authority	Southwark
Inspection number	10138215
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	0 to 4
Total number of places	66
Number of children on roll	87
Name of registered person	1st Place Children and Parents' Centre Ltd
Registered person unique reference number	RP906841
Telephone number	020 7358 7009
Date of previous inspection	20 July 2016

Information about this early years setting

1st Place at Cambridge House registered in 2011. The nursery is located in Camberwell, within the London Borough of Southwark. The nursery is open on weekdays, from 8am to 6pm, for most of the year. The provider receives funding to offer free early education for children aged two, three and four years. There are 22 staff who work directly with the children. Of these, three staff, including the manager, hold qualifications at level 5 and above. There are 10 staff who hold qualifications at level 3. A further five staff hold qualifications at level 2. The nursery staff follow an individual approach to early education which has been influenced by the early education practice of Reggio Emilia in Italy.

Information about this inspection

Inspector

Kareen Jacobs

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 her evaluation of the provider.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between the staff and children, and assessed the impact of these on children's learning.
- The manager and a senior leader met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- Documents were reviewed. These included evidence of the suitability of staff, the nursery's development plan and evidence of staff professional development.
- The inspector spoke with staff, parents and children as part of the inspection.

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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