

Inspection of Lemongrove Nursery

2 Hook Farm Road, BROMLEY BR2 9SX

Inspection date: 11 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive in to a warm and welcoming environment where staff help them quickly settle into their rooms. Children show that they feel secure and they form positive relationships with adults, who respond to their needs and give them lots of praise and encouragement. The children enjoy playing games outside and were seen chasing each other, playing musical instruments and running around joyfully.

Children's behaviour and attitudes are good and they play with each other cooperatively. Very young babies eagerly try new things. They practise their physical skills and coordination, for example as they enjoy climbing to the top of a small ramp. Children receive good individual support through an effective key-person system where staff help them achieve the next steps in their learning.

The nursery has three rooms which cater for different ages. All are clean and well equipped. Babies are well settled and already following routines. For example, they know instantly where to go and sit at snack time. Older children are developing good language skills and staff give them time to speak about their feelings during daily group activities. They also enjoy lots of songs, rhymes and stories. Children develop knowledge and understanding of the world around them through activities, such as making bird feeders and cooking with recipes from around the world.

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

- Leaders are supportive of staff. They hold regular meetings with staff to discuss children and their own well-being. Leaders identify any additional training needs and value the importance of staff having up to date training and knowledge.
- Parents are happy with the quality of education their children receive. They feel well informed about their child's progress. Parents also comment on how well the staff know the children, and feel there is always someone to talk to.
- Leaders know what they want children to learn. They get to know children well and use this knowledge alongside observations and assessments to plan future learning. They identify any children who are at risk from falling behind and work with parents and outside agencies to help them catch up.
- Staff develop children's early communication and language skills by modelling and extending children's language while they play. They provide activities for children to build on this further by discussing their own ideas and thoughts.
- Children's develop a good awareness of a healthy lifestyle. They enjoy time spent in the outdoor environment and freshly cooked meals. Staff use these mealtimes to build children's knowledge and understanding of the importance of making healthy choices.
- Staff engage with children. They get down to their level during activities and discuss learning with them. Sometimes, staff do not always consider how noise

levels can affect children's ability to develop their concentration skills and focus on their learning. Therefore, children do not consistently gain the very best from their learning.

- Staff encourage children to be independent. Staff work with them on such things as being able to use the toilet. However, on occasion, staff are too quick to do things for children and do not always allow them time to do things for themselves, in preparation for future learning.
- When speaking with children who speak more than one language, staff carefully model and add new words to their vocabulary. For example, during an activity, staff were seen helping children with unfamiliar words by naming the ingredients they were using.
- Staff help to prepare children for school by teaching them the skills they need to succeed. For example, they introduce children to early counting activities while they line up for lunch and encourage them to recognise their own names.
- Staff provide opportunities for children to develop their physical skills both indoors and outdoors. For example, staff support babies to develop their core strength by helping them to sit in high chairs and then on small chairs at a table.
- Children are developing tolerant behaviours and learn how to respect others' opinions. Staff use golden rules to teach children how to share, take turns and use kind hands.
- Staff build children's confidence and awareness of others by learning about being part of a diverse community. They use knowledge of children and their families to incorporate this into children's learning, to teach them about diverse cultures and festivals.

Safeguarding

The arrangements for safeguarding are effective.

The provider understands how to keep children safe. All members of staff have updated their training and know the possible signs of neglect and abuse. They know who to go to if they have a concern. Leaders and staff know the procedures they need to follow, including contacting the relevant agencies to access further help and guidance. They have systems in place to record any accidents within each room. Leaders use this information to make risk assessments and make changes if necessary to keep children safe. They ensure the safety of children with allergies and dietary needs at mealtimes. For example, a colour-coded system of cups and plates at lunchtime makes all staff aware of children's individual needs.

What does the setting need to do to improve?

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

- encourage children to do even more for themselves during their everyday experiences, to further develop their independence

- consider ways to help children fully concentrate and focus during activities, to further encourage their learning.

Setting details

Unique reference number	EY384857
Local authority	Bromley
Inspection number	10214240
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	1 to 4
Total number of places	33
Number of children on roll	58
Name of registered person	Lemongrove Nursery Ltd.
Registered person unique reference number	RP905521
Telephone number	02084 665 597
Date of previous inspection	9 November 2016

Information about this early years setting

Lemongrove Nursery registered in 2009 and is situated in the London Borough of Bromley. The nursery is in receipt of funding to provide free early education to children aged two, three and four years. It is open between 8am and 6pm each weekday for 50 weeks a year. There is currently a team of 22 staff. Of these, 16 hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Louisa Parker

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children, and carried out a joint observation with a manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022