

# Inspection of Rockingham Community Day Nursery

Falmouth Road, LONDON SE1 4JW

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Inspection date: 23 February 2022

<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**

All children, including those who receive additional funding, make good progress from their starting point in learning. Children are happy, feel safe and content in the nursery. Children have settled well in the nursery and form secure bonds with staff. They are eager to attend nursery and choose an activity that interests them.

Children with special educational needs and/or disabilities (SEND) benefit from tailored one-to-one support to help them make the progress that they are capable of. Children display positive attitudes to learning. For instance, they sing rhymes with enthusiasm and copy matching actions. Two-year-olds maintain a good level of concentration and engagement while looking at emotion pictures to help them understand different feelings. Some older children can recognise the initial letter of their names and begin to write them.

Children are generally considerate of each other and behave well. For example, they share and pass on resources while playing music with the xylophone. Children begin to understand how to manage risks and staying safe. For example, they know that they need to call 999 for help if there is an emergency or in case they get separated from their parents while out and about.

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

- The manager and staff have a clear vision for the nursery. They develop a broad and an ambitious curriculum to ensure that all children make good progress in their learning and development. They utilise additional funding well and set high expectations for all children's learning. For example, they purchase books and resources specific to children's individual learning needs to help close gaps in their development. All children, including those from disadvantaged backgrounds and those whose first language is not English, make secure progress from their starting points.
- The key person system is effective. Children form close relationships with staff and build secure attachments. Staff have a good knowledge of what children can do and cannot do. They use this information well to plan and meet children's individual learning needs. Most children are prepared well for their next stage of learning, including starting school.
- Partnerships with parents are effective. Staff use the online system and face-to-face communication well to keep parents informed about children's care and learning. In addition, the staff team seek and act on the views of parents to help identify areas to improve and drive improvements. Parents are kept up to date with staff changes and other welfare matters through regular emails and 'WhatsApp' communication. Parents express their satisfaction at the service they receive and feel reassured to leave their children at the setting.

- Staff working with children are very experienced and knowledgeable. They are prompt to identify and organise support, working closely with external agencies to help children who need additional help with their learning to catch up with their peers. Overall, staff interact positively with children and adapt their teaching to suit all children's needs. For instance, they use effective teaching techniques, such as picture cards and one-to-one activities, to help those children whose speech is delayed. However, on occasions, staff do not ensure that their teaching is consistent to keep all children engaged in meaningful learning, particularly when children play outside. In addition, some group time activities are not planned well to ensure that the younger children can participate fully.
- Children display good levels of emotional development. Staff encourage children to share and take turns. Moreover, they use effective explanations and distractions to help children learn to choose between right and wrong. This approach contributes positively to the way children behave.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff implement robust policies to help safeguard children's welfare. They have a suitable understanding of child protection, including the procedure to follow if they have any concerns about a child's welfare. Staff understand the whistle-blowing policy and know how to raise concerns externally. Staff attend regular training to develop awareness of wider safeguarding matters, such as the 'Prevent' duty, female genital mutilation (FGM) and county lines. Staff carry out regular checks of all areas of the premises to remove any potential hazards to children's safety. They follow robust infection control procedures to help minimise the risk of cross-infection in the nursery and assure children's safety.

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

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

- improve staff's understanding of how to implement the curriculum intent consistently, particularly when children play outside to help keep them meaningfully engaged
- reduce the size of some group activities so younger children can participate fully to help extend their play and learning.

## Setting details

<b>Unique reference number</b>	107456
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10216564
<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>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Rockingham Nursery Association Committee
<b>Registered person unique reference number</b>	RP517524
<b>Telephone number</b>	020 7403 5643
<b>Date of previous inspection</b>	15 September 2017

## Information about this early years setting

Rockingham Community Day Nursery registered in 1992 and operates in the London Borough of Southwark. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are five members of staff who work directly with the children, all of whom hold qualifications at level 3.

## Information about this inspection

### Inspector

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## 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 setting.
- Some parents shared their views with the inspector and these were taken into account to assess the effectiveness of partnerships with parents.
- A range of documents, such as staff's suitability checks and qualifications, were viewed by the inspector.
- The inspector observed staff's interactions with children and the impact these have on children's learning.
- A learning walk was conducted by the inspector and the manager of the nursery to discuss how the early years provision is organised and structured.
- The inspector conducted a joint observation with the nursery manager and held discussions about children's learning.
- The inspector spoke with staff 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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