

Inspection of Anerley Day Nursery

Schoolkeepers House, Anerley Road, Anerley, London SE20 8BD

Inspection date: 14 March 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children happily arrive at the nursery and separate from their families with ease. They quickly settle into the routine of the day and become engrossed in their play. Children develop very good relationships with staff. They feel safe and secure in the highly stimulating learning environment.

Children display high levels of self-esteem and excitedly make independent choices in their play. Babies move around competently in the well-organised learning areas, exploring toys and building on their curiosity. Two-year-old children enjoy filling and emptying containers while playing with sand.

Children become immersed in their play and are motivated learners. For instance, older children maintain high levels of engagement and enjoyment while discussing jungle animals. Children speculate ideas and work out how to rescue the dinosaurs from their pretend jungle.

Children are active learners and benefit from a well-designed curriculum to support their physical development. The routine and structure of the day enables children to spend a significant amount of time outdoors to explore, investigate and learn through play. Older children enjoy jumping in and out of tyres and taking large steps across the balancing beams in the garden. Babies and two-year-old children use their acquired knowledge well to navigate obstacle courses.

All children, including those who receive additional funding, make secure progress across all areas of learning. Children are confident, sociable and behave well for their age.

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

- Leaders of the nursery are reflective in the ongoing evaluation of the setting. They have a clear vision and a strong desire to improve. Leaders set high expectations for all children's learning and develop a broad curriculum that challenges and meets children's individual needs. They utilise additional funding well to improve outcomes for children from disadvantaged backgrounds. Children of all ages benefit from meaningful learning across all areas of the curriculum.
- Children display good levels of emotional development. Staff give clear rules and expectations for behaviour and encourage children to share and take turns. They use a well-tailored approach to help children who find it difficult to manage their emotions in some challenging situations. This helps children to understand what is expected of them and begin to learn how to manage their feelings. In addition, staff form positive relationships with children and offer lots of praise to

boost children's self-esteem.

- Children develop a love of books as they listen to familiar stories. Staff read with enthusiasm, allowing children to join in with words and phrases. Staff use puppets alongside reading and singing activities for great enjoyment. Two-year-old children can memorise their favourite nursery rhymes, such as 'Incy wincy spider' and 'The wheels on the bus', and sing with confidence and great enthusiasm.
- Overall, staff understand the way children learn. They benefit from good training opportunities to develop and improve their practice. For instance, staff have recently attended curriculum training to further improve the ways in which they plan for children's learning. Staff are animated and confident in how they engage with children. They generate a fun atmosphere, which enables children to enjoy their learning. However, very occasionally, this means that staff talk to children too much and introduce too many new ideas at the same time. Sometimes, children do not have sufficient time to process new information and respond to staff. At times, staff do not manage changes in the daily routine as effectively as possible to successfully meet children's learning needs, particularly in the pre-school room.
- Children learn to appreciate diversity and accept people who are different from themselves. Leaders and staff provide an inclusive curriculum, which prepares children well for life in modern Britain. Staff teach children to learn about race and ethnicity through engaging role-play activities and meaningful discussions. Children become enthralled while looking at the different skin colour dolls and comparing hair textures.
- Partnership with parents is strong. Staff use the online system and face-to-face communication well to keep parents informed about children's care and learning. In addition, leaders consult and act on the views of parents when making major changes in the nursery to help drive improvements. Parents are kept up to date with staff changes and safeguarding arrangements. Parents report that they are happy and satisfied with the service they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders of the setting and staff have a suitable understanding of the nursery's safeguarding policy and implement this effectively. They can easily identify when there is a concern about a child's welfare and know what action to take to safeguard them. The staff are aware of their duty to prevent children from exposure to situations that may put them at significant risk of harm. They carry out rigorous risk assessments of the learning environment to remove any potential risks to help keep children safe. The management team ensures that staffing arrangements are effective to meet children's needs and keep them safe.

What does the setting need to do to improve?

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

- ensure leaders help staff to improve their teaching to the highest level so that all activities consistently support the youngest children's communication and language development
- ensure that changes in the daily routine are organised well so that children's learning is not interrupted and children remain highly engaged in all activities.

Setting details

Unique reference number	137227
Local authority	Bromley
Inspection number	10220921
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	64
Number of children on roll	86
Name of registered person	Crystal Childcare Limited
Registered person unique reference number	RP523865
Telephone number	020 8776 9792
Date of previous inspection	9 January 2018

Information about this early years setting

Anerley Day Nursery registered in 2001. It is located in Anerley, in the London Borough of Bromley. The nursery is open from 7.30am to 6.30pm, for 50 weeks of the year. The nursery employs 23 staff who work directly with the children. Of these, 18 hold relevant childcare qualifications between level 2 and 6. One staff member holds qualified teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Josephine Afful

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.
- 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.
- 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.
- Some parents shared their views with the inspector and these were taken into account to assess the effectiveness of partnerships with parents.
- 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.

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