

# Inspection of The Park Nursery

3 Edwin Hall Place, London, Lewisham SE13 6RN

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Inspection date: 29 April 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy coming into nursery and are happy to see their friends. Those who are new to the nursery or upset are well comforted by kind staff, who teach them how to manage and recognise their own emotions.

Children build good relationships with staff and other children and enjoy taking part in the activities. They confidently talk about and share their experiences outside nursery, such as family holidays. Children behave well and are kind to each other. They take turns in using the toys and staff act as good role models of how to respect others.

Children understand the routine and follow instructions well. They put toys away when it is tidy-up time, join the table for lunch or go back inside after garden time. This supports children, as they know what is happening and what to expect next.

Staff have high expectation of all children. They know and understand children's needs well and plan activities that meet these. For example, they encourage children to join group play when they need to work on their social skills.

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

- Teaching and learning are carefully crafted to ensure all children make progress in their learning. Staff plan activities to all help children learn and practise new skills before moving on to learn new ones. Younger children learn how to feed themselves and wash their hands on their own. Older children practise wearing school uniforms and button shirts before moving on to school.
- Staff support children who speak English as an additional language well. They read books that children bring from home in their home language and sing songs they recognise. Leaders identify when specific children need extra specialist support and meet with parents to discuss this.
- Staff use good levels of language when they play with children and use it well to extend children's learning. They read stories and sing songs and introduce new vocabulary in their interactions, such as antelope. However, at times, staff answer their own questions too quickly before allowing children enough time to think and respond for themselves.
- Children's overall physical skills are promoted well and they enjoy spending time in the outdoor area. They ride bikes, climb structures and balance on logs. This supports children's large and small muscles and balance skills.
- The nursery has a good practice of celebrating different community, cultural backgrounds. That is reflected around the nursery in the work that children do, and the conversations staff have with children. For example, children learn about Eid and its traditions. This supports children's understanding of what makes

them and others unique.

- Children learn about their own needs and how to keep themselves safe and healthy. They talk about their allergies with confidence and discuss with the staff how to balance and jump safely from the logs in the garden.
- Staff take every opportunity to use mathematical language with children, which they then confidently use in their play. Children count the number of objects in baskets or talk about the shapes they see in the garden.
- Parents are happy with the nursery and the way that information is shared. They receive daily information about their children's learning and are kept informed of their progress. Parents are highly complimentary about the management team and how the staff care for their children.
- Staff are well supported by an experienced and caring management team, who understand the importance of their staff's well-being and training experiences. The manager reflects and identifies areas for improvement and acts as a role model for good practice within the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are in place and staff understand their responsibilities in keeping children safe. There is up-to-date information on the nursery boards that parents and staff can access if they need. Staff can identify signs of abuse and know who to contact if they have concerns about a child or a member of staff. Safe recruitment processes are effective and staff's suitability to work with children is checked. The manager knows what to do to make a child protection referral to outside agencies and who to contact in the local authority.

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

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

- strengthen staff teaching practice to allow children enough time to think things through to further promote their language skills.

## Setting details

<b>Unique reference number</b>	2539607
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10208658
<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>	1 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	ICP Nurseries Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	0208 285 1505
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Park Nursery is situated in Hither Green, in the London Borough of Lewisham and operated everyday of the week from 8am to 6pm. It was acquired by ICP Nurseries Group in 2019. There are 12 staff who hold appropriate early years qualifications at level 2, 3 and 6. The manager and deputy manager have relevant childcare qualifications.

## Information about this inspection

### Inspector

Sonia Ferreira

## 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.
- The inspector spoke with parents to gather their views on the setting.
- The manager and inspector held discussions about the curriculum.
- The inspector and the manager jointly observed and evaluated an activity.
- The inspector observed the staff with the children and spoke with them at appropriate times.
- The manager met with the inspector to discuss the leadership and management of her setting.
- The inspector reviewed documents relevant to the inspection process.

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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