

Inspection of Growing Beans Norbury Nursery

1516 London Road, Former Norbury Police Station, Norbury, London SW16 4ES

Inspection date: 11 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children easily separate from their parents during drop-off times and are happy coming to the nursery. They form strong friendship bonds with their friends and staff. They confidently access resources and independently choose what they want to play with. For example, babies independently pick books from the stand and can turn the pages while staff read to them. Children are confident to ask for help from staff and say 'thank you' when attended to. They are kind to one another; the same way that staff are kind towards the children.

Children focus on activities and show high levels of concentration. They take turns and share resources with others in a selfless manner. Children recognise shapes and colours, which is displayed in various ways. For example, they ask for the colours of cups they want at snack time by pointing and naming the colour simultaneously. During a mark-making activity, younger toddlers recognise the different shapes and draw the shapes they identify. They discuss what they are drawing with staff. This means that children are practising how to hold writing materials and to confidently communicate their ideas to others. Key persons know their children well and use this knowledge when planning activities to prepare the children for the next stage in their development.

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

- Management support staff with ongoing supervision and facilitate training needs successfully. Furthermore, they give incentives to staff to encourage good performance. For example, there is the 'star of the month' award for staff who have been exceptional. Staff say that they feel confident to approach the manager and, consequently, staff morale is high. This boosts the quality of service rendered to children and their families.
- Staff offer children numerous opportunities to do things for themselves. For example, staff encourage toddlers to put on and remove their own shoes and to keep their items in the right baskets. This promotes children's independence and enhances their self-care skills.
- Overall, staff offer good support to children who speak English as an additional language. For example, staff have learned some words in children's home language, and they communicate with children through using signs and gestures. However, sometimes, staff do not repeat the correct pronunciations of words. This does not always help to develop children's vocabulary in English.
- Staff consistently communicate with children, including during mealtimes and nappy change times. For example, staff discuss the meal of the day with children, using words such as 'pasta', 'sauce', 'enough' and 'delicious'. They encourage children to talk, by using open-ended questions. This helps to enhance children's communication and language skills.

- Parents report being happy with the support provided by staff and the care their children receive. They commend the exchange of information between themselves and the nursery, particularly the messages and photos that show what the children are doing at nursery, as this helps with home learning. The nursery also participates in community projects, such as fundraising for the cleaning of the local park.
- Leaders are clear about what they want children to learn and have an ambitious plan for all children, including those with special educational needs and or/disabilities and those who require additional support. Staff implement a sequenced curriculum to enable children to build on what has been learned and to prepare them for future learning. For example, younger toddlers learn to share and take turns. This is reinforced in the older toddler group, where the children learn to be more polite and look after the younger ones.
- Children listen to instructions given by staff about their safety and act accordingly. For example, children trying to climb up the slide rather than sliding down are told by staff that it is dangerous as they could be hurt. The children come off and then climb up the ladder, before sliding down. This means that children play and explore in safe and secure environment.
- Staff are aware of children's family backgrounds. However, staff do not purposefully explore and plan ways they can successfully embrace children's heritage and cultural backgrounds. This does not fully support children's awareness of similarities and differences in their community and wider world.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment practice is carried out by managers, and all staff are vetted through the Disclosure and Barring Service. Staff have up-to-date safeguarding training and display secure knowledge of child protection and safeguarding procedures. They know what actions to take when abuse is suspected or if there has been an allegation against staff. They are also aware of the potential risks of extremist views, drug trafficking and differing cultural practices. Staff conduct daily safety checks and teach children to keep themselves safe. For example, they check the outdoor play area for potential hazards before allowing access to children, and the children learn to use the slide and other equipment safely.

What does the setting need to do to improve?

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

- strengthen how staff embrace the cultural heritage of all children attending, to enable children to understand more about similarities and differences
- support staff to consistently provide children who speak English as an additional language with the vocabulary they need, to improve their use of English.

Setting details

Unique reference number	2563294
Local authority	Croydon
Inspection number	10230265
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	0 to 36
Total number of places	44
Number of children on roll	46
Name of registered person	Lucky Beans Childcare Limited
Registered person unique reference number	RP561210
Telephone number	02086778301
Date of previous inspection	Not applicable

Information about this early years setting

Growing Beans Norbury Nursery registered in 2019. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery employs 12 members of staff. Of these, 11 hold recognised early years qualifications, including two members of staff who have early years teacher status. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

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Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The area manager and the inspector had a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the area manager, spoke with staff and interacted with children.
- Parents shared their views about the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector held a leadership and management discussion with the area manager.
- The inspector tracked experiences of children.

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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