

Inspection of Penge East Day Nursery

202 Venner Road, Sydenham, London SE26 5HT

Inspection date: 29 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are eager to arrive at this welcoming nursery. Those children who have recently started benefit from flexible settling-in routines and a shared approach with parents to their care. Babies receive warm and reassuring comfort and care from key persons who know them well. They receive plenty of cuddles and use comfort items from home. Children's moves within the nursery are well planned. Children's emotional well-being is supported very effectively.

Children have good opportunities to learn about the wider world and different communities. They look forward to their frequent and varied visits in the local community. Children recognise their backgrounds and cultures throughout the learning environment, inside and outdoors. They enjoy activities that take account of their interests and persist at challenging tasks. Children show that they are confident, happy and secure. They eagerly speak with staff about their experiences away from the nursery and about important events and family members. Children thoroughly enjoy their time during outdoor play. They use their bodies well as they run and climb. Older children show that they listen to and respect the views of others. They try out new ideas as they solve problems together, such as when building structures outdoors. Children are well prepared for future learning.

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

- Leaders and staff work together well to implement an effective curriculum. Leaders are ambitious for children and staff. They recognise the impact that the pandemic may have had on families and closely consider the impact of the continuous improvements that they make. For example, they have increased opportunities for play outdoors. Additional resources help children to communicate and express their emotions.
- Leaders provide good support for staff, overall. They identify professional development opportunities and encourage staff to gain recognised qualifications. Leaders deploy staff effectively and implement induction procedures well. This helps to ensure that children receive consistently high levels of support, including during busy periods such as lunchtimes.
- Staff plan enjoyable, sequenced learning opportunities that promote children's development. Toddlers develop their emerging communication skills, for example, as they listen attentively and respond to different sounds. Older children strengthen their small-hand muscles as they manipulate dough. This helps to prepare them for later writing. Very occasionally, staff do not successfully link activities to what they want children to learn next. Nonetheless, children engage well in learning and make good progress from their starting points.
- The special educational needs coordinator (SENCo) is effective in her role. The

SENCo works well with external professionals and parents to ensure that the individual needs of all children are considered. Staff receive support to adjust the learning environment and implement suggested teaching methods from specialist advisers. This helps to close possible gaps in children's learning.

- Staff make very good use of resources within the community to extend children's learning. Children interact with older adults during regular visits to a care home. Staff organise frequent visits to local shops, parks and libraries. Children excitedly watch trains pass from their viewing panel in the garden.
- Staff provide good support for children's communication and language. They maintain eye contact while speaking and frequently sing songs and rhymes. Staff use successful methods to engage children and help them interact. For example, use of visual aids helps children to make choices and understand what is expected of them. Staff use props during storytelling. Older children enjoy rhythmic rhyme sessions and recall traditional stories.
- Children behave very well. They share resources and discuss ideas with each other. Children show that they are eager to help, such as during tidy-up time. They proudly take on the 'garden guard' role and enjoy the responsibility of helping to look after their friends outdoors. Children show positive social skills and are confident to interact with unfamiliar adults.
- Parents appreciate activities such as baby bounce sessions, art and music lessons and regular outings. They value opportunities for their children to recognise and use the languages that they speak at home. Parents speak highly of the reassurance and feedback that they regularly receive from key persons. However, communication with parents does not consistently help them to build on children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete training to update their safeguarding knowledge. They are confident to recognise and respond to signs of possible abuse or harm. Leaders sensitively discuss any issues that may impact on staff suitability. Leaders and staff are alert to risks to children's welfare, such as exposure to extreme views, domestic abuse or unexpected changes within a family. Staff implement procedures effectively, including dealing with accidents and risk assessments for outings. They maintain accurate records for children's attendance and personal care. Leaders use targeted funding appropriately to support the emotional well-being of children.

What does the setting need to do to improve?

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

- strengthen support for teaching skills, so that staff understand how to implement challenging activities that link closely to what they want children to

learn

- enhance existing communication with parents to help them build on children's learning at home.

Setting details

Unique reference number	137226
Local authority	Bromley
Inspection number	10234187
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 4
Total number of places	44
Number of children on roll	45
Name of registered person	Crystal Childcare Limited
Registered person unique reference number	RP523865
Telephone number	020 8659 6417
Date of previous inspection	3 October 2016

Information about this early years setting

Penge East Day Nursery, formerly known as Crystal Day Nursery, registered in 1988. It is located in Sydenham, in the London Borough of Bromley. The nursery is open each weekday from 7.30am to 6.30pm, all year. The nursery employs 16 staff. Of these, three staff hold qualifications at level 6, eight staff hold qualifications at level 3 and two staff hold qualifications at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kareen Jacobs

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of the views of parents.
- 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 manager and inspector carried out a joint observation of a children's activity and discussed the teaching and learning that took place.
- 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.

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