

Inspection of The Nursery on the Green at Eltham

13 Eltham Green, London SE9 5LB

Inspection date: 6 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 thrive in this bright and inviting nursery. They build strong bonds with the supportive staff, who have high expectations for them. Relationships between staff and babies are nurturing and receptive, and all children form secure attachments. Staff are positive role models and children giggle with delight as they join their play. Children separate confidently from their parents with support from familiar staff who greet them at the main door. Children feel safe and secure at the nursery. Purposeful activities are planned to support children in their learning. For example, younger have fun filling pots at the mud kitchen and adding herbs as their flowers. Older children draw their favourite character from a familiar story. Staff support children to make good progress in their development.

Children relish their time outside and demonstrate good physical dexterity as they climb and balance on climbing equipment and navigate obstacles as they ride balance bikes. Younger children practice climbing steps to develop their skills. Staff teach children to take appropriate risks and challenges as they play, building their confidence and self-esteem. Children enjoy opportunities to gain real-life experiences. For example, they eagerly look for spiders and giggle as they see the spider making his web.

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

- Managers plan an ambitious curriculum and share what they want the children to learn with the staff. Staff are well supported to plan the activities in the classrooms. Activities are often linked to the seasons and the children's interests. Children engage in their work and develop creative skills and an understanding of nature. Older children work with a regular artist and learn different techniques and skills to enhance their creativity even further.
- All staff establish secure and trusting relationships with children. They get to know their individual personalities well. This includes what they like and dislike. Staff fully understand children's individual needs and any particular interests they may have. Therefore, children make good progress from their start points, including those with special educational needs and/or disabilities.
- Children's learning about the world around them is excellent. They visit local wetlands to feed the ducks, and babies enjoy regular sensory classes within the local community. Children plant seeds and discover life cycles. They learn about similarities and differences between themselves and others, for example by celebrating each other's festivals and beliefs. Children learn that differences should be celebrated and respected.
- Staff skilfully support children's communication and language development. They engage children in meaningful conversations and use effective questioning techniques. Staff support children to build their vocabulary by narrating their

play. For example, babies enjoy a singing activity using instruments and listening to different sounds and tones. Staff introduce new words during planting activities, such as 'quilt' to describe how the children need to cover their seeds. Older children enjoy describing their pictures for staff to scribe for them. Children are very good communicators.

- Overall, children behave well, and staff promote children's positive behaviour from a young age. This includes learning to take turns and respecting their environment. Staff regularly praise children for their efforts and engagement during daily activities. This promotes children's self-esteem and confidence securely. However, older children do not always listen to instructions and requests from staff, which are at times unchallenged by adults. Therefore, children are not responsive of what is expected of them.
- The manager and staff get to know the children and families particularly well. Parents speak very highly of the 'professional' staff. There is a two-way sharing of information that greatly enhances learning and development. For instance, staff follow babies' sleep routines. Parents are encouraged to share in regular nursery events, such as 'drop in' baby clinics with local health visitors, to help them support their child's development.
- Staff are professionally qualified. They speak enthusiastically about their roles and say they feel valued and supported by the management. Staff receive information during their induction about the expectations of their role. They are well supervised and meet regularly with the manager to discuss their professional development. Staff receive guidance and training to help them improve their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff are aware of their role and responsibilities to safeguard children. They are aware of the signs and symptoms that would indicate a child is more vulnerable or at risk of abuse. Staff are knowledgeable about the local authority procedures to follow should they have a concern a child in their care or concerns about professional conduct. The premises are secure. Effective risk assessments of the premises consider children's safety at the setting and the steps that need to be taken to minimise any hazards to children. The managers follow safer recruitment systems to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- help older children to listen to instructions to better understand what is expected of them.

Setting details

Unique reference number	EY287608
Local authority	Greenwich
Inspection number	10234829
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	58
Number of children on roll	65
Name of registered person	The Nursery on the Green at Eltham Limited
Registered person unique reference number	RP543360
Telephone number	0208 850 0122
Date of previous inspection	1 December 2016

Information about this early years setting

The Nursery on the Green at Eltham Ltd registered in 2004 and is a privately owned and managed group. The nursery is located in Eltham, in the London Borough of Greenwich. It is open Monday to Friday from 8am to 6pm all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 23 members of staff. Of these, two have qualified teacher status, one has early years professional status, two hold relevant early years qualifications at level 4, and seven hold relevant qualifications at level 3. The nursery also employs two cooks.

Information about this inspection

Inspector

Tracey Murphy

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 managers and the inspector completed a learning walk together.
- The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the managers, staff, children and parents.
- The managers and the inspector carried out several joint observations of activities.
- The inspector sampled relevant documentation, including evidence of the suitability of staff working at the nursery.
- Parents spoke to the inspector to share their views of 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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