

Inspection of Elephant & Castle Day Nursery

15 Hampton Street, LONDON SE17 3AN

Inspection date: 10 October 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 secure and happy. Young children who have recently started at the setting have built positive relationships with staff. They confidently interact with adults, including visitors, as they talk about the activities they enjoy. Staff quickly respond to children who feel anxious and support them to engage in their favourite activities. This helps them feel safe.

Children who receive additional funding and those with special educational needs and/or disabilities (SEND) are effectively supported in this inclusive nursery. Managers have high expectations of all children. They encourage children to work together when making choices about what group activities to do next. For instance, older children choose an exercise programme. They develop their physical skills as they enthusiastically join in the interactive sessions on the television screen. Children display a good awareness of their bodies and those around them. They take great delight as they bend, stretch and count, '1,2,3,4,5,6'. Children develop their early mathematical skills and behave well. Toddlers enjoy problem-solving and learning about cause and effect. For example, they measure and add ingredients such as, flour, water and salt to achieve the right consistency for their play dough. Children are developing a positive attitude to learning and building on their communication and language skills.

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

- Staff are skilled in setting up the environment in ways that spark children's natural curiosity and interest. Overall, staff support children's learning and development well through a broad and varied curriculum. They interact with children and ask questions to broaden their knowledge. However, on occasion, during planned group activities staff do not focus clearly on identified learning intentions for each child, to help them achieve at the highest level.
- Staff in the toddler and pre-school room know their children well. They understand what children enjoy and use their interests to plan some of the activities. For instance, children with SEND enjoy identifying objects and the sounds they make before they feed them to the pretend 'hungry monster'. They receive lots of positive praise for their efforts. However, activities for babies have not been developed enough to ensure that the curriculum builds securely on what they know, so that they experience consistently good learning opportunities.
- Staff place a high priority on children's well-being. For example, they tailor the settling process to support children's individual needs. Staff welcome children and parents in their home language and use key words during the day. This helps children form secure emotional attachments and settle quickly.
- Managers are very reflective. They work closely with staff and other

professionals. For instance, staff reflect on the curriculum and feedback on the areas of development. In addition, managers visit other settings to observe good practice. This helps to enhance staff's professional development and raise the quality of the provision.

- Staff provide a language-rich environment, which builds on children's vocabulary and understanding. They introduce new words when they recall familiar stories. For example, they use 'The Three Billy Goats Gruff' book to discuss different ways to cross the bridge. Staff introduce words such as, 'lungs', when they teach children about swimming. Pre-school children listen attentively as their friends take turns to describe their feelings. They use words such as 'grumpy'. Staff use simple sign language and visual prompts to communicate with children. This promotes an inclusive environment. All children make good progress from their starting points.
- The ambitious management team provide a broad range of opportunities for children to explore and develop their creative thinking. Children enjoy open-ended play, indoors and outside, using recycled and natural materials. For instance, children build homes from boxes and tubes. They grow fruit and vegetables in recycled containers. Children develop a good understanding of what makes them healthy. In addition, they develop their understanding of the wider world.
- Staff have high expectations for children's behaviour. Children behave well. Staff work in partnership with parents, who appreciate how well staff know children and follow their interests. For instance, parents describe how staff research cultural dishes and ingredients, which children taste and discuss. This supports children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their role in safeguarding children. They know how to recognise and respond to any concerns about children's welfare. Staff are alert to any issues that may have an impact on children's overall well-being, including any potential for them to be exposed to extreme views or behaviours. The managers and staff know how to respond to concerns about adults and how to report and escalate concerns. The management team completes robust recruitment and vetting procedures to ensure that those working with children are suitable.

What does the setting need to do to improve?

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

- enhance further staff's understanding of the curriculum, to help them sharply focus on the identified learning intentions for each child

- equip staff with the knowledge and skills they need to further develop their practice and create an exciting curriculum for babies.

Setting details

Unique reference number	EY372669
Local authority	Southwark
Inspection number	10235201
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	1 to 4
Total number of places	80
Number of children on roll	35
Name of registered person	Elephant & Castle Day Nursery Limited
Registered person unique reference number	RP528028
Telephone number	02072 774 488
Date of previous inspection	10 November 2016

Information about this early years setting

Elephant & Castle Day Nursery was re-registered in 2009 due to a change of company name. It is situated in the London Borough of Southwark. The nursery is open every weekday, from 8am to 5.30pm, Monday to Friday. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery employs 17 staff who hold relevant childcare qualifications between level 2 and level 7.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector looked at relevant documentation, including a selection of the setting's policies and children's records.
- The inspector held meetings with the managers and discussed safeguarding.
- Parents and children shared their views of the setting with the inspector which were taken into account.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The manager and the inspector completed a tour of the setting to understand how the early years provision and curriculum are organised.
- Joint observations were completed. The manager discussed the aims for the activity and the impact on children's learning.

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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