

# Inspection of Alpha Nursery

28 - 31 Plumbridge Street, London SE10 8PA

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Inspection date: 4 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 warmly welcomed by a friendly and nurturing staff team. Happily, they come straight into a well-organised, safe and homely environment. Children have many opportunities to freely explore the resources and the environment. They greet their friends as they begin to play, creating puzzles, scooping sand and pouring pasta. Children have excellent relationships with staff. They enjoy engaging and initiating conversations with staff as they eat their healthy snack and use their imaginations in the home corner.

Children are excited and motivated to learn. They enjoy getting ready for a nursery trip to learn about road safety and help each other to put their high-visibility jackets on. Children feel valued as their achievements are praised and excellent behaviour is celebrated. They make the most of being outside and develop good gross motor skills. Children build resilience as they climb on a tyre swing, negotiate space on bicycles and cars and balance on stepping-stones. Children develop wonderful bonds with their friends. They are able to share and take turns extremely well. For instance, children pass the flour to one another as they make play dough, and roll the dice one at a time in a group game.

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

- Staff have extremely high expectations of children's behaviour and are excellent role models. There is a culture of respect in the nursery. Children speak to each other kindly, saying 'please' and 'thank you'. They tuck in their chairs as they leave an activity and all help to tidy up.
- Children follow an embedded routine that helps them to feel secure and confident as they know what is coming next. They wash their hands independently as they get ready for snack. Children select stories and read quietly after lunch and find their coats ready for outdoor play.
- Staff support the youngest children and two-year-old children extremely well. Babies and toddlers thrive in this setting under the guidance of experienced staff, who meet their needs and enhance their learning opportunities. They develop their fine motor skills through carefully planned painting activities. Toddlers develop a love of reading as they act out the 'bear hunt' and become independent as they feed themselves with a spoon. They have rich opportunities throughout the day. However, older children do not consistently benefit from this purposeful and extended learning and, therefore, are not always engaged.
- Children are secure and comfortable in their environment. They separate from parents with ease and staff know children well. Children acquire new language and learn a large repertoire of favourite songs and rhymes. Children are confident as they dance and jump to 'Five Little Monkeys' and go to sleep and hop about as little bunnies.

- There is a clear curriculum that enables all children to transition from one room to the next easily. Children are confident communicators, independent and prepared for the next stage of their education. Children getting ready for school have good attitudes towards their learning. They begin to recognise letters in their name and use numbers accurately in their play. For example, children count how many swings they have on the tyre and how many star jumps they do in aerobics.
- Parents are highly complimentary about the positive relationships that their children have and the feedback that they receive. They know what their children enjoy and are pleased with the friendships and progress they make.
- Robust assessment procedures ensure that children's learning is observed and tracked. Children make good progress from their starting points and parents are involved in sharing information about what children know and can do. Parents benefit from daily communication, photo observations and regular parent progress meetings that support them to help their children at home.
- The managers lead with integrity, including and supporting children and families in nursery and at home. Children with special educational needs and/or disabilities are promptly identified and supported well. Staff spend time getting to know children on a one-to-one basis, to shadow their interactions and assess their level of need. They ensure that outside agencies and professionals are involved in setting targets and helping all children to make steady progress.
- The managers are ambitious and strive for excellence. They are reflective and identify areas for ongoing improvement, such as to enhance the programme for staff's professional development. The managers explain how they aim to work with staff to improve the quality of education and ensure that learning in all age groups of children is extended.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They complete regular risk assessments of the environment and children's activities to make sure that risks are identified and managed. Staff demonstrate a clear knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. They are aware of the procedures to follow in the event of a concern. Staff demonstrate excellent knowledge and experience in contacting external agencies should they need further support.

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

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

- support staff further to enhance their knowledge and practice to extend older children's experiences and learning.

## Setting details

<b>Unique reference number</b>	EY492267
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10236710
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Alpha Nursery (Greenwich) Limited
<b>Registered person unique reference number</b>	RP910956
<b>Telephone number</b>	07939528678
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

Alpha Nursery registered in 2015 and is situated in the London Borough of Greenwich. It is one of multiple settings run by the same provider. The nursery operates all year round, from 7.30am to 6.30pm, Monday to Friday. There are nine members of staff, five of whom hold appropriate early years qualifications to level 3. The nursery receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sara Vincent

## 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 the curriculum and what staff want children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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