

Inspection of Monmar Nursery Ltd

110 Albert Road, LONDON SE25 4JR

Inspection date: 12 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive eager and excited to start their day at the nursery. They excitedly get ready to play in the garden. They recall what they have been taught, such as putting on their coats, which helps to support their self-help skills. Children learn how to collect snow to make snowballs. They learn the name of the shape they have made, and practise their physical development throwing them.

Staff are fully aware of the impact the COVID-19 pandemic has had on children's personal and social development. They work together with parents to support children's behaviour and to be consistent in their approach. Children behave well.

Babies enjoy playing with dinosaurs and practise their early language development by learning the names of the species. Older children develop their imagination in the role-play area. They make different 'meals' using real food to mix, pour and weigh. They talk with staff and their peers about the food they are making and respond to effective questioning by the staff, helping to support their mathematical development.

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

- The new manager has worked closely with the provider and staff to make positive changes since the last inspection. Staff have an understanding of implementing a curriculum that supports children's learning and development.
- The cook and manager work together to ensure menus meet children's individual needs. They plan a diverse menu that is healthy, balanced and plentiful. They have recently changed the snacks to ensure they are more nutritious for children.
- At times, staff do not give children enough time to work out how to carry out activities. For example, during the inspection, although children thoroughly enjoyed playing with play dough, staff stepped in too quickly to roll out the dough. This did not give enough challenge to the more able children.
- The well thought out curriculum helps children make good progress with their learning and development, given their starting points. Staff are fully aware of the impact the pandemic has had on children's development. They tailor the curriculum to support these areas, helping to close any gaps in children's learning.
- Staff do not always think of the impact of the resources they are using on children's learning. For example, they use worksheets for colouring in to help support early writing skills. However, staff are not aware of how to develop these skills using these resources.
- Staff work closely with parents to share information about the children. They use an application to share photographs and videos of the children during the day

and the progress they are making. The manager makes good use of the messaging section to share information with parents, helping to provide good continuity of care.

- Staff work closely with other agencies to support children with special educational needs and/or disabilities. They work together with parents to set targets for children to work towards, and get extra help and support for them.
- All children are highly confident learners. Older children regularly chose what they wish to play with. Younger children are supported to develop their language skills as staff ask them what they wish to play with during the day.
- Diversity is taught well. Parents are invited into the nursery to read stories to children in their home languages. This helps children to hear a diverse range of languages helping them to learn about the world in which they live.
- All children are taught the importance of personal hygiene. They learn to wash hands before food is eaten and after messy activities and visiting the bathroom. Children are also taught how to wipe their own noses. Staff talk with children about brushing teeth and why they do this.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of safeguarding and procedures to follow if they have any child protection concerns. Staff are fully aware of local safeguarding concerns and how to keep children safe. Staff teach children how to play safely outdoors in the extreme weather, for example when it is snowing. The manager ensures she has the correct number of qualified staff to meet requirements and ratios. Staff are deployed effectively to support children's learning and keep them safe.

What does the setting need to do to improve?

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

- support staff to identify when children require help during activities to prevent them stepping in too quickly
- train staff how to use appropriate resources to teach early writing skills.

Setting details

Unique reference number	EY443010
Local authority	Croydon
Inspection number	10218627
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	52
Number of children on roll	20
Name of registered person	Monmar Nursery Ltd
Registered person unique reference number	RP531418
Telephone number	020 8662 1849
Date of previous inspection	13 December 2021

Information about this early years setting

Monmar Nursery Ltd opened in 2009 and re-registered in 2012. The nursery is open each weekday, from 8am to 6pm, for 50 weeks a year. There are nine staff who work at the nursery. The manager and two staff hold appropriate early years qualifications at level 3 and two other staff hold relevant childcare qualifications at level 2.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider, and has taken that into account in their evaluation of the setting.
- Children interacted with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided both indoors and out, and assessed the impact that this was having on the children's learning.
- The inspector carried out a joint observation with the manager of a play dough activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector discussed the menus with the cook and manager.
- The inspector and the manager carried out a learning walk together and discussed the early years curriculum and changes made since the last inspection.

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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