

# Inspection of Colby Road Nursery

9b Colby Road, London SE19 1HA

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Inspection date: 24 November 2022

<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**

The nursery is small and intimate and has a homely feel. Children settle quickly from when they first arrive. Some as young as a year old, who have only been attending for three weeks, are happy to come to nursery. The nursery is very much a part of the local community. The rooms are well resourced with age-appropriate toys. The staff are warm and welcoming and know the children well. Children show enthusiasm and engage well in high-quality literacy opportunities, such as song time, and a variety of books are available. There is a large garden and children enjoy using the climbing, riding and balancing equipment to develop their physical skills.

Practitioners think ahead to challenge the children and ensure they are making progress. Routines are well established and children thrive, knowing what is happening next. Children are independent in their play, dressing dolls and choosing books to look at. They feel heard and supported by the staff, who respond to the individual needs of each child. Staff work closely with parents to provide continuity in children's care routines and their learning. Parents praise the good care provided to their children and say that they enjoy attending.

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

- Helping the children to develop their language skills is a priority for the staff and managers at the nursery. Staff model good language skills to children. They encourage children to repeat words or copy actions to extend communication during story time and when signing songs. Older children anticipate what happens next in a story or finish rhymes. Young children use gestures and facial expressions to communicate. Practitioners respond to the children's individual needs well.
- Children come together for mealtimes. Transitions between activities are smooth and children move from one activity to the next confidently. Children are independent. They can sit at a table for mealtimes and feed themselves, knowing an adult is there for support if they need it. Children eat well-balanced meals that are home cooked.
- Staff work with parents to establish a holistic approach to helping the children develop. They offer advice and are supportive to parents. Staff are aware of how children develop, and share this information with parents.
- The leader and the deputy manager work well together. They have time to regularly meet and discuss the needs of the setting. Staff continue their training and bring back knowledge and best practice to share with the team. Staff follow policies and procedures to keep children safe, and they feel supported with regular training during inset days.
- Since the pandemic, the majority of the children attending the setting are one-

and two-year-olds. The setting has adapted its resources and curriculum to suit the age and stage of the children attending. For example, all children have waterproof clothing for outside play as some of them are not yet walking. This ensures they can play outside and sit on the wet grass and still take part.

- The setting holds evenings where they can share information with parents, and parents share children's starting points with the nursery. They work together to help each child develop their next steps. However, managers need to ensure that staff are aware of children's next steps to ensure all children are being fully encouraged.
- Staff ensure that the children benefit from easy access to the large outdoor garden. They take their learning outside and engage in music and movement sessions. Children are enthusiastic to take part and say their name out loud to the class mascot, the 'singing bee'. They explore musical instruments and have access to walkers, cars and drawing boards. Children have an opportunity to grow strawberries and cabbages in the summer and use the food in their cooking.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident to talk about keeping children safe. They can identify possible signs and symptoms of abuse and can follow policies and procedures. Staff know the steps to take if they are concerned about a colleague. Leaders have efficient reporting tools and monitoring systems to ensure that all children are safe. For example, leaders monitor accidents at the setting and at home to look for any trends. Children feel safe and secure with the adults. Cleanliness and teaching children about hygiene are important to the nursery staff. Leaders ensure that staff records are up to date.

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

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

- ensure that practitioners are aware of children's next steps to ensure all children are being appropriately encouraged.

## Setting details

<b>Unique reference number</b>	107478
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10234061
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	13
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Chowdhury, Mary Rose
<b>Registered person unique reference number</b>	RP904494
<b>Telephone number</b>	020 8761 3482
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

Colby Road Day Nursery registered in 1989 and is situated in Upper Norwood, in the London Borough of Southwark. The nursery opens five days a week all year round, from 8am to 6pm. The provider acts as the manager and holds a level 4 qualification. There are five other staff working directly with the children. Of these, two hold qualifications at level 3 and one holds level 2.

## Information about this inspection

### Inspector

Leanne Bnidar

## 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.

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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