

# Inspection of Lottie's Day Nursery Sidcup

3 Hurst Road, Sidcup DA15 9AE

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Inspection date: 11 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excited to start their day. They enjoy practising new skills, such as using slides and stairs, and show how they have been taught to manoeuvre safely between play areas. This helps to support children's emerging physical development. Babies gain confidence as they play. They explore natural textures and staff talk to them about what they are doing and feeling. This helps to support children's emerging language development.

Staff have high expectations of the children. All ages of children learn the importance of the environment. They discuss the importance of recycling items to help the earth. All children learn how to make bird feeders and take care of the vegetable garden. Older children made a 'bugingham palace' to learn about bugs and their natural habitat. They enjoy learning about the world in which they live and teaching their parents the importance of recycling.

All children are highly mindful of each other and readily take turns. Children behave well and develop key skills for their next stage of development. They regularly practise dressing and undressing to play outside. Children of all ages practise skills to help with early literacy development. Babies enjoy parachute play, learning to move the chute up and down. Older children learn to use mark-making tools such as crayons, chalks and other resources.

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

- Leaders are fully aware of the impact COVID-19 has had on the children. They have clear learning intentions for all ages of children. Staff have a clear understanding of these and implement them well when planning the curriculum.
- Staff have high expectations for all children, helping them to make good progress with their learning given their starting points.
- Staff work closely with other agencies and parents. They attend regular meetings for children with special educational needs and/or disabilities. Staff share progress children are making towards targets. They also attend regular training to help them meet children's individual needs. Given children's starting points, they are making good progress towards their targets and early learning goals.
- At the time of the inspection, staff were not able to identify when group sizes of children became too large. Meaningful interactions reduced, as staff struggled at times to interact with the large groups of children.
- Staff are consistent in their approach to behaviour management. They regularly assess the cause for children's behaviour and use techniques such as distraction to help bring about positive behaviour with children. Children behave well.
- Parents say they welcome the regular meetings they have with staff. They

discuss children's development and what next steps to take. Parents say the support is tremendous and they can clearly see the progress their children are making.

- Staff do not always make the best use of resources they have in place. There are currently fewer opportunities for children to access photos and for their work to be displayed to help them learn about a sense of belonging.
- Staff teach children about cultural capital well. Children learn about the wider world in which they live and about the families that attend the setting. Children make cards for the ones they love instead of Mother's Day and Father's Day cards, so they can decide who to give cards to. Children also read stories and learn about those who are fostered and adopted, as well as families that have two mummies or daddys.
- Regular staff supervision and training help staff keep up to date with changes to curriculum, legislation and children's learning. Leaders regularly monitor training to make sure it is suitable and staff are able to learn from it. This enables them to provide a meaningful curriculum, helping children of all abilities to progress with their learning.
- The key-person system is highly effective. Children are given time during their tailored settling-in process to bond with staff and chose who they wish to have as a key person. Regular two-way conversations with parents at the start and end of day help to support consistent care for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of procedures to follow if they have any safeguarding concerns. They readily whistle-blow concerns to managers, who review and take appropriate action where necessary. Managers and staff have a clear understanding of contextual safeguarding and work closely with multi-agency safeguarding hub teams to refer any concerns. Effective risk assessments are implemented by managers and staff. Procedures for children moving between play areas and using stairs help to keep them safe. Choking hazards are regularly reviewed and assessed by staff to help keep children safe.

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

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

- strengthen resources provided for children, to further promote and support their sense of belonging
- support staff to engage children and help them to remain focused during large-group activities.

## Setting details

<b>Unique reference number</b>	2647844
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10260637
<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>	0 to 4
<b>Total number of places</b>	126
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Lottie's Nurseries Limited
<b>Registered person unique reference number</b>	RP907695
<b>Telephone number</b>	02082901900
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lottie's Day Nursery Sidcup registered in 2021 and is based in Sidcup, in the London Borough of Bexley. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks a year. There are 32 staff who work at the nursery, 17 of whom hold appropriate early years qualifications from level 2 to level 6. The nursery is in receipt of funding for children aged two, three and four years.

## Information about this inspection

### Inspectors

Rebecca Hurst

Jane Morgan

## Inspection activities

- This was the first routine inspection the provider received since 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 completed the learning walk with the inspector, reviewing all areas of the nursery and discussing the early years curriculum and the impact on children's learning.
- Inspectors observed the quality of education being provided both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with parents and carers, gathering their views of the nursery.
- The inspector carried out a joint observation with the manager, of outdoor play with older children.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.
- Children shared their thoughts of the nursery and what they enjoy doing.

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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