

Inspection of Ivy League Nursery

237 Selhurst Road, South Norwood, LONDON SE25 6XP

Inspection date: 10 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy playing with their friends at this nursery. They help themselves to activities that help them to use their imaginations. For example, in the role-play area, children pretend to buy real foods from the shop. Children learn new words for fruit and vegetables as they chat to staff. Managers recognise that maintaining consistent staff has been difficult. The new manager has a clear vision for improvement of the nursery, although this has not yet been embedded across the nursery.

Babies learn to pull themselves up and walk. In the baby room, they use walkers to help them to take their first steps. Staff understand what children need to do next to reach their milestones. Children's literacy skills are well supported. In the pre-school room, children listen excitedly to stories. They sing familiar songs as they dance and copy actions. Children enjoy writing their name and practising other letters. Children excitedly show staff what they have written. Children are confident and behave well.

Children learn new vocabulary and use this in their play. For example, in the pre-school room, children talk about how they have been learning about 'hibernation'. They say that 'In autumn, squirrels and badgers collect food and then go to sleep.' Children learn about the world around them.

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

- Managers and staff create a curriculum that considers children's interests. For example, children enjoy watching the buses go by each day, so staff teach the children about different types of transport. Staff plan various trips, including to the library and local supermarket. This helps children to learn about how things work and explore their local community.
- Managers and staff design a curriculum that considers children's developmental milestones. Staff know how to identify children who need extra help. Staff work with parents to ensure that any gaps in children's learning are recognised. Children with special educational needs and/or disabilities receive external support, when required.
- Staff plan an ambitious curriculum. There is a culture of reading books and stories in the pre-school room. Children are excited to listen to staff read stories to them. All children are engaged and join in with the language in the story. They sit together and concentrate. Children choose to extend their learning by exploring making marks on paper. They know that marks have meaning. Children are well prepared for the next stage of their education.
- Staff interact with children in a positive way. For example, in the baby room, staff smile at babies and make eye contact. Babies giggle excitedly and babble

to staff. Staff respond and model new language. As a result, children's communication and language skills are well supported.

- Managers and staff have implemented routine care practices that keep children comfortable. Babies sleep in a quiet and calm room. Staff complete regular risk assessments to ensure that children are safe. Children wake up to friendly staff, who soothe them and get them ready for the next part of the day.
- Parents are happy with the care their children receive. However, some parents say that they do not receive enough information about learning. Managers recognise that there are weaknesses in communication with parents. They know that further staff training will help parents to extend their children's learning at home.
- Staff teach children about cultures beyond their own. This promotes children's respect for different people, families and communities. Staff discuss differences with children. They learn about other cultures through stories, festivals and experiences.
- The new manager has a clear vision for improvement of the nursery. She has not yet shared this vision effectively with all staff. For example, new staff do not always complete an induction process. Not all staff are given the support they need to make sure that they are as familiar with the nursery procedures as possible, to consistently support all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs that children may be at risk of abuse and neglect. They know the relevant authorities to whom they should report their concerns. Staff understand their duty to notify external agencies when they have a concern about another member of staff in the nursery. They conduct regular risk assessments of the nursery to ensure that children are safe from harm.

What does the setting need to do to improve?

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

- strengthen communication with parents so that they are able to extend their children's learning at home
- strengthen procedures so that all new staff receive induction training to understand shared values, policies and practice.

Setting details

Unique reference number	EY456965
Local authority	Croydon
Inspection number	10236036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	50
Name of registered person	Ivy League Nursery Ltd
Registered person unique reference number	RP511224
Telephone number	0208 7681888
Date of previous inspection	9 January 2017

Information about this early years setting

Ivy League Nursery is owned by Ivy League Nursery Ltd. It registered in 2013 and is located in South Norwood, in the London Borough of Croydon. The nursery is open each weekday, from 8am to 6pm, all year round. There are 15 members of staff, including the cook. The manager has an early years degree, and a further seven members of staff hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Kate Daurge

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what staff want children to learn.
- Children spoke with the inspector during the inspection.
- 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 and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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