

Inspection of Love Lane Day Nursery

Love Lane, MITCHAM, Surrey CR4 3AU

Inspection date: 23 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happy in this nursery. They receive a warm welcome from the nurturing staff. Children form secure relationships with staff who are kind and caring. This supports children's emotional well-being and helps them feel safe. Children are confident to explore their surroundings and choose from the range of resources and activities available to them. For example, they draw self-portraits and proudly point out the features of their pictures. They independently select the paper they want to use and choose what mark-making tools they draw with. Consequently, they are able to make choices in their play, which develops their self-esteem.

Staff have high expectations for children's behaviour. Children patiently wait for their turn to crawl through the tunnel. Toddlers roll balls back and forth to staff, deepening their understanding of turn-taking. Staff give children individual mats to sit on during circle time. This develops children's understanding of how to behave.

Children enjoy the outdoor space. They benefit from being physically active and getting exercise. This contributes to a healthy lifestyle. Children laugh with joy as they paint the walls of the garden with brushes. They stretch and use their muscles to reach higher. They are engaged in the activity and focus intently on covering the wall.

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

- The manager and staff implement a well-sequenced, ambitious curriculum which builds on what children already know. They regularly assess what children can do and share this with parents. Staff deliver the curriculum using children's interests as a starting point. They effectively plan relevant next steps, which supports children to extend their learning.
- Staff successfully support children to develop their use of language. The manager has worked hard to strengthen staff interactions with children. She uses supervision meetings, shadowing and training to drive improvement. Staff know the importance of giving children time to respond. They expand children's vocabulary, adding words to what children say. They use visual aids to promote children's understanding. This helps children to increase their vocabulary.
- Staff are successful in promoting children's mathematical skills. Staff challenge children to see which container in the water tray they can fill the fastest. This helps them develop an understanding of volume. Children joyfully sing number songs and count how many monkeys are on the bed. They build towers and staff introduce the concept of 'taller'.
- Children show high levels of engagement, overall. They concentrate as they explore sensory toys. In group activities, some children follow instructions well

and show interest. However, staff do not always maintain the attention of all children during group times in order to fully extend their learning.

- Staff help children understand their feelings. They teach children how to regulate themselves. For example, when a child says they feel sad, staff ask the other children for ideas of what might help. They suggest sharing toys, playing together and reading stories. This helps children to learn the language of feelings.
- Children with special educational needs and/or disabilities (SEND) receive very good support from staff. The special educational needs coordinator (SENCo) works in partnership with other professionals to create targeted plans. This helps all children make good progress from their starting points.
- Children feel welcomed in this inclusive setting. Staff learn key words in children's home languages and use them in the daily routines. For example, during Black History Month, parents brought in food to reflect their culture for all children to sample. Children listen to a story about the different ways families can look. They are prepared for living in modern Britain.
- Staff encourage children to be independent. For instance, children carry meals to the table. They hang up their coats and remove their shoes. They fetch tissues and wipe their nose without prompting. However, staff do not consistently help children to develop a deeper understanding of the importance of washing their hands after this.
- Parents are happy with the setting. They say their children make progress. The manager organises workshops to support parents, for example about the importance of reading. She shares the songs and stories the children have been learning about in newsletters. She arranges for activities, such as a 'big bedtime read' to promote reading.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff attend relevant safeguarding training. Staff know how to recognise all types of abuse, including understanding when children might be at risk from extremist views. They are clear about their roles in reporting any concerns about children's well-being or regarding staff behaviour. They have a secure understanding of the whistle-blowing policy and know when to contact the local authority designated officer. Staff know how to keep children safe. Robust recruitment procedures are in place. Children are taught to manage risks well. They learn how to use children's knives. There are individual risk assessments for children when necessary.

What does the setting need to do to improve?

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

- review large-group activities in order to ensure that these activities consistently meet all age groups and children's needs
- strengthen children's understanding of hygiene practices, such as washing hands after wiping their nose.

Setting details

Unique reference number	EY440816
Local authority	Merton
Inspection number	10263684
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	0 to 4
Total number of places	50
Number of children on roll	22
Name of registered person	JOBA Limited
Registered person unique reference number	RP535199
Telephone number	020 8640 4837
Date of previous inspection	9 May 2017

Information about this early years setting

Love Lane Day Nursery registered in 2012 and is privately owned. It is located in Mitcham, Surrey. It is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are six members of staff. The manager holds early years professional status and two staff hold relevant qualifications. The nursery receives funding for early education for children aged three and four years.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- This was the first routine inspection the nursery 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual, who is also the manager, about the leadership and management of the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector observed staff and children's interactions.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.

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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