

Inspection of Amazing Grace Nursery

St. Johns Church, Bensham Manor Road, Thornton Heath, Croydon CR7 7AG

Inspection date: 16 March 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 and parents are enthusiastically welcomed by staff and the provider when they first arrive. Very young children seek out their key person and give them a big hug on arrival. This shows that children form positive attachments with key persons, which helps them to feel safe and secure. Staff offer children lots of praise and reassurance to help to promote their confidence and self-esteem.

Children prepare for their busy day by starting with a healthy breakfast. They are happy and enthusiastic when they first arrive. Children remember routines. For example, they keenly and independently find their coat pegs to hang up their coats. Children show that they are emotionally secure and feel safe.

Mixed ages of children enjoy their time together as they learn and play. Routines help to ensure that siblings spend time together, such as during circle time and mealtimes. This helps to support younger siblings to feel safe and build their confidence when they first start. Overall, staff manage children's behaviour well. However, occasionally, older children become distracted and lack focus.

Children love to make dough during a planned activity. They listen with increasing attention. Staff promote children's mathematical development as they encourage children to count as they scoop flour into a bowl. They use new words, such as 'squidgy' and 'slimy', to help to extend children's vocabulary to a good level.

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

- The provider has a clear vision for the nursery. She has high expectations for all staff and quickly intervenes when performance does not meet these expectations. Parents eagerly talk about the recently employed manager, who they are keen to work in partnership with.
- The provider carries out robust recruitment, vetting and induction procedures to help to ensure that all staff working with children are suitable. Even though there have been recent changes to management, the staff team has overall remained stable. This helps to ensure a consistent approach to children's care and education.
- Staff attend regular meetings to ensure that their well-being is supported well. Staff say they welcome these meetings to share confidential and sensitive information.
- Staff access a range of training to help to support their professional development. For example, staff access training and support to help them to implement a curriculum to meet children's individual needs. Nevertheless, on occasion, key staff do not always plan experiences and activities to meet the youngest children's individual needs, particularly when they spend time with

older children in the large hall.

- Staff have a good understanding of how to extend and challenge children's learning effectively through the implementation of the nursery curriculum. For example, staff eagerly encourage children to recognise the first letter of their name. Furthermore, children have lots of fun as they find alphabet letters in pink glittery foam.
- Staff recognise the importance of storytelling and singing songs to help to promote children's communication and language skills. Staff are animated in their storytelling to help to promote children's listening and attention skills. Children remember the stories read by staff. This is demonstrated as children recall favourite parts of a story.
- Children benefit from fresh air and physical exercise. Children practise their physical skills as they climb steps and negotiate a sloped grassed area. Children wobble as they climb up a slope and giggle as they roll down.
- Children are consistently focused and eager to learn outdoors. They run up and down and shout, 'What's the time Mr Wolf?' However, indoors, not all children are encouraged to remain focused. Occasionally, they become disengaged and do not benefit fully from the opportunities available to them.
- Effective partnership with parents and other professionals helps to promote a consistent approach to children's learning and development. For example, the provider invites other professionals, such as speech and language therapists, to visit the nursery so that there is a targeted approach.
- Children with special educational needs and/or disabilities and children who speak English as an additional language make steady progress from when they first start. All children are well prepared for the next stages in their learning and when they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good understanding of their safeguarding responsibilities. The provider ensures that she and all her staff team keep their safeguarding knowledge and skills current. Staff can recognise different signs that indicate a child's safety and welfare may be compromised. Staff know who to raise their safeguarding concerns to in the organisation and to external agencies to help to keep children safe. The provider and most staff hold a current paediatric first-aid certificate to manage an emergency quickly. Staff help children to keep themselves safe. For example, staff encourage children to walk safely indoors.

What does the setting need to do to improve?

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

- maximise opportunities for children to be consistently focused and engaged

- plan more experiences to meet the individual needs of the youngest children, particularly when they play and learn in the large hall.

Setting details

Unique reference number	EY556716
Local authority	Croydon
Inspection number	10279608
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	1 to 4
Total number of places	52
Number of children on roll	35
Name of registered person	Okpaloafe, Grace
Registered person unique reference number	RP556715
Telephone number	07985924786
Date of previous inspection	2 April 2019

Information about this early years setting

Amazing Grace Nursery registered in 2018 and is based in Thornton Heath, in the London Borough of Croydon. The nursery is open from Monday to Friday for most of the year. Sessions are from 8am to 6pm. There are eight members of staff who work with children, five of whom hold early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

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 nursery.
- A member of staff, who is the baby room leader, joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing while they are at the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspector.
- 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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