

Inspection of Gingerbread Corner

Grenaby Avenue, CROYDON CR0 2EG

Inspection date: 23 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 arrive at nursery enthusiastically and demonstrate happiness while greeting each other. Children take pride in sharing their experiences and thoughts with staff, who offer children a welcoming and stimulating atmosphere. Children develop a positive attitude towards their learning. They make good progress in their development. The nursery has an effective key-person system, which helps to promote the best outcomes for each child. Staff continuously share ideas and information about children's development. They have high expectations for children's learning. Children benefit from well-planned activities. Staff use strategies, such as a board, to inform each other about children's current interests and learning. This supports children to build on what they already know and discover their own passion.

Children have a positive attitude towards their learning. They develop their independence and feel secure to ask for help when they cannot complete a task. Children develop independence in all parts of the routine. For example, they can find their own coats and learn how to dress themselves. Children begin to understand about their toileting needs and use the bathroom by themselves, with close supervision from staff. Children in the toddler room and pre-school room serve their own food at mealtimes. Babies begin to learn skills to feed themselves.

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

- Staff are caring and provide a nurturing environment for children. Children are happy and sociable and show positive bonds with staff. Children of all ages smile, chat and proudly show their activities to communicate their achievements. Leaders implement effective practice to settle new babies in the baby room. They also show strength in supporting the transitions into the pre-school room and primary schools when children are ready. However, the settling-in process from the baby room to the toddler room is not yet consistently effective to enable a smoother transition for children.
- Children develop effective communication and language skills. Staff encourage children to express themselves in various ways, such as through role play, storytelling and creative activities. This contributes to children's confidence and self-esteem. During structured play time, staff regularly provide rich vocabulary to children, such as describing smells, textures and patterns, repeating them clearly with children.
- Children's behaviour is positive towards each other, and staff promote children's social and emotional development effectively. For example, the youngest children in the baby room learn about keeping themselves safe while playing. Older children learn about the 'classroom rules' and how to be respectful to others. However, staff do not yet consistently explain the reasons why their

behaviour may not be appropriate in all age groups of children. Therefore, children are not able to understand the effect of their own actions and develop an understanding of their emotions at a higher level.

- Children's physical skills develop well. Each room has access to outdoor space, and children can make choices between meaningful activities to improve their gross motor skills. Staff encourage children to work with a range of resources, such as manipulative toys and mark-making materials, so that children use their fine motor skills continuously.
- Children actively learn about wider communities and develop their understanding of the world through books, group conversations and various celebrations. For example, children learn about Ramadan and fasting as they make their own representation of a mosque through an art collage. Staff support children's home languages and support their learning of English well.
- Children consistently have access to mathematical learning across the provision. Staff model words such as 'large' and 'small'. Children enjoy counting as they sing along with nursery rhymes. They explore concepts, such as heavy and light, while using a scale to weigh toy blocks.
- Staff support children with special educational needs and/or disabilities (SEND) well. Staff regularly communicate with each other and with parents. If staff have any concerns about a child's learning, they are confident in planning their next steps in development effectively.
- Leaders ensure that there are effective supervision procedures in the nursery. Staff feel confident to share any ideas or areas of improvement with their leaders. Leaders are involved in the decision-making process and help staff to develop well professionally.
- There is a strong parent partnership in the nursery. Parents are welcome to visit the nursery and share their occupations or cultures with children. Parents speak highly about staff. They receive regular feedback about their children's learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the nursery. All staff, including agency staff, are well trained about how to keep children safe from harm. They have a clear understanding of how to proceed if they have a concern about a child or staff member. Leaders work closely with parents and the local authority team when, or if, they identify children who are vulnerable. They include safeguarding topics into staff's induction, supervision sessions and staff meetings effectively. Leaders also check the ongoing suitability of staff on a regular basis.

What does the setting need to do to improve?

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

- implement more effective strategies to ensure smooth transitions for children when the move between the rooms
- support children's understanding of their own actions and feelings across the nursery more consistently.

Setting details

Unique reference number	124925
Local authority	Croydon
Inspection number	10280291
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 10
Total number of places	146
Number of children on roll	48
Name of registered person	Gingerbread Corner
Registered person unique reference number	RP517460
Telephone number	02086833322
Date of previous inspection	16 August 2017

Information about this early years setting

Gingerbread Corner registered in 1993 and is located in Croydon, in the London Borough of Croydon. The nursery is open all year round from 7.45am to 6.30pm, Monday to Friday. The out-of-school provision operates during term time and consists of a breakfast club from 7.45am to 8.30am and an after-school club from 2.45pm to 6.30pm, Monday to Friday. There is also a playscheme that operates in the school holidays from 7.45am to 6.30pm. The nursery receives funding to provide early education to children aged two to four years. There are 23 members of staff who work with the children. The nursery manager holds a relevant qualification at level 6 and 17 other staff members hold relevant qualifications at level 3 and level 2.

Information about this inspection

Inspector
Ozum Alvim

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 staff and has taken that into account in their evaluation of the nursery.
- The manager and the inspector discussed the curriculum during the learning walk.
- The inspector observed the interactions between staff and children.
- The inspector received feedback from parents regarding the education and care that their children receive.
- The inspector tracked children's experiences in the nursery and held discussions with staff regarding children with SEND.
- The inspector reviewed the required documentation and discussed the findings 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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