

Inspection of South Bermondsey Community Nursery

South Bermondsey Childrens Centre, Tenda Road, London SE16 3PN

Inspection date: 6 April 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 eagerly arrive at the nursery. Staff welcome them warmly, helping babies and children to feel safe and happy. Children form close relationships with their key person and other staff working with them. Children who are new to the setting are sensitively helped to settle. Staff use the information that they receive from parents to ensure that children's individual needs are met. This helps children to make the daily and overall transition from home to nursery smoothly.

The new manager has a clear intent for the curriculum. There are high expectations for all children. Staff take prompt action to ensure that no child falls behind in their development and that all children gain a solid foundation for their future learning. Children's emerging needs are well met. Managers and staff reflect on the learning environment and change it to offer children opportunities to build on their existing skills. For example, staff have set out the baby room to provide opportunities for babies, who are beginning to walk, to pull up on furniture and toddle safely. Older children have a new 'calm zone' to support them in learning to manage their feelings and behaviour.

Children in all rooms behave very well. They are engaged and focused during their self-chosen play. Children enjoy much time spent outside and this supports them to regulate their emotions. They run off excess energy playing games of hide and seek, as well as take part in planting and growing activities. Staff use adult-led activities, such as parachute games, to support children to take turns and follow rules. This further supports children's social and emotional development.

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

- Children benefit from a broad and generally well delivered curriculum. The new manager is supported by senior managers, who visit regularly and know the setting well. They offer training and guidance to staff.
- Children develop their independence and are keen to do things for themselves. They confidently explore their surroundings, developing their physical skills. At lunchtimes, children serve themselves and clear their plates when mealtimes finish. In the garden, they fetch electronic tablets to video each other and record moments that they are proud of.
- Children learn about healthy eating. The chef is part of the childcare team. She cooks with children and encourages discussions about why food is good for them. Children learn that cheese is good for their bones, and discuss that it is good for their hearts too. This shows that children are connecting their thoughts and building on their existing knowledge.
- Older children's overall interests and existing knowledge is used by their key

person to plan for their next steps in learning. They are offered choice and their voices are usually listened to. However, during planned activities, staff can become too focused on their learning intent and miss what children are engaged in. For example, staff consistently redirect children to talk about magic, when their actions show they are interested in pouring. This means that staff do not consistently use children's interests to engage them further in their learning.

- Babies learn through lots of adult-planned activities. They hear new words as they roll balls to staff, who label their actions. However, babies' learning is not always sequenced appropriately. For example, they are told to sit and look but not touch, as part of a circle time. This means that babies are being asked to do something which is not an appropriate next step in their development.
- Children with special educational needs and/or disabilities are well supported. Staff act promptly if children are behind their typical development. They liaise with parents and put additional support in place while waiting for input from other professionals. As a result, all children make good progress.
- Parents speak highly of the staff and the setting. They say that communication has improved and this means they are able to continue with their children's learning at home. Staff engage with families in a variety of ways, such as offering a lending library and providing tips on parenting skills.
- Children benefit from an emphasis on mathematics in curriculum. Children see and use numbers as part of activities. For example, they play with pebbles in a sand tray which have numerals painted on them. Staff encourage children to think if their flowerpot is 'full' or 'half full'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained in safeguarding from when they start at the setting. They benefit from further and frequent professional development to ensure that their knowledge remains secure and up to date. Managers and staff have a good understanding of how to identify children who may be at risk from harm or abuse. There are clear procedures in place to respond swiftly and appropriately to any concerns about a child's welfare. Staff record accidents and incidents appropriately. Managers review this information to highlight any issues that may require attention to ensure children's ongoing safety and well-being.

What does the setting need to do to improve?

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

- ensure that all staff follow the setting's aim of teaching through children's interests, to engage children in their learning further
- make sure that planned activities are appropriate for babies' age and stage of development.

Setting details

Unique reference number	EY499878
Local authority	Southwark
Inspection number	10280094
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	96
Number of children on roll	39
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	0207 232 1311
Date of previous inspection	9 August 2017

Information about this early years setting

South Bermondsey Community Nursery registered in 2016 and operates from South Bermondsey Children's Centre in London. It is owned by The London Early Years Foundation company, which also owns another 38 nurseries. The setting is open from Monday to Friday, 8am to 6pm, for most of the year. It closes on bank holidays and for a few days at Christmas. The setting is in receipt of funding to provide early education for two-, three- and four-year-old children. There are 17 members of staff, of whom 11 hold relevant early years qualifications.

Information about this inspection

Inspector

Beverly Hallett

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 staff and have taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out a joint observation with the inspector on an adult-planned activity.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector, and this was taken account of.
- Leaders and managers met with the inspector to discuss leadership and management matters.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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