

Inspection of The Anchor SENDfriendly Centre

Office 1, Block E, North Road, London SE18 1BS

Inspection date: 22 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel safe and secure in the warm and nurturing environment. They happily arrive and quickly settle into the routine of the day. Children develop strong and affectionate bonds with the caring staff. This supports their emotional well-being and gives them a secure foundation for learning. Staff have high expectations for all children as they access a well-designed curriculum. They provide an inclusive environment where children's unique backgrounds and abilities are valued.

Children learn to be resilient and show great determination, even when they face challenges. For example, children persevere as they learn to use new equipment to aid their walking skills. Staff gently and calmly encourage their efforts and provide ongoing feedback and praise throughout each session. They provide praise when children succeed, helping to develop their confidence and self-esteem. Children's communication is encouraged, as they enjoy a rich and varied language environment. Signing, pictorial clues and the responsive staff team provide opportunities for children to interact effectively.

Behaviour is good, as all children are listened to and understood. Staff support them to interact purposefully, encouraging them to think about others as they share each other's space. As a result, children develop an awareness and understanding of their emotions.

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

- The managers and staff team clearly explain what they want children to learn. The ambitious curriculum is underpinned by a focus on developing language, social and independence skills and is designed to meet children's individual needs. Children use visual cues, the Picture Exchange Communication System and verbal language to express their wants and needs. Children's interests and previous experiences are considered in order to support their learning. This helps staff plan to support children's interests as well as to provide targeted challenges and support for each child.
- Staff speak with parents, carers and other agencies and carefully observe children's abilities from their first day. This helps them to identify and build on what each child knows and can do. A range of activities engage children in discovery and learning. Children investigate and immerse themselves in play. For example, children eagerly take turns and practise blowing bubbles, and pop them with support from staff.
- Children's communication and language skills develop well. Staff explain to children what is happening around them, including when they are engaged in activities. For example, staff introduce new vocabulary to children, such as

'squash' as children press and roll play dough. They support children to recognise key objects of reference so they can understand changes in routines.

- Staff know children well and interact with them in a purposeful way. Staff join children in the 'immersive' room to explore different smells and visual scenes, and in the music room to explore sounds as they play different instruments. However, at times, staff do not consistently enhance children's learning as they join them at their chosen activities. For instance, at a water activity, staff provide clear commentary on what children are doing but do not extend this by challenging them to understand why some items sink to the bottom of the tray more quickly than others. Therefore, the most able children are not challenged as well as they can be to enhance their learning further.
- The nursery fosters good relationships with parents and carers, providing support through the process of an educational healthcare plan pathway and signposting them to specific organisations that can help provide support and parenting ideas. Parents speak very highly of the nursery and about how their children have become extremely confident and have made amazing progress.
- Staff work exceptionally well with other agencies involved in the lives of the children. Any changes for the children are well planned and delivered. This includes excellent information-sharing when children first start at the nursery and when they eventually move on to school.
- The management and staff team are committed to reflecting on and evaluating what they do. Thorough induction and ongoing mentoring is complemented by regular reviews and staff meetings. Staff confirm that they feel listened to and very much supported as part of their 'work family'.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment procedures ensure that all staff are and remain suitable to work with children. Managers support staff to focus on continuing to develop their knowledge of child protection. They have a highly detailed awareness of how to keep children safe from harm and the processes to follow if they need to raise a concern. Managers and staff know how to manage allegations about staff conduct. Clear policies and procedures are in place and implemented in practice, particularly regarding children's allergies. Regular training enhances staff understanding of varying feeding routines and use of equipment such as a defibrillator.

What does the setting need to do to improve?

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

- support staff to extend children's learning as they join them at their chosen activity or interest, particularly those children who are most able to be challenged further.

Setting details

Unique reference number	2624880
Local authority	Greenwich
Inspection number	10285870
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	2 to 4
Total number of places	30
Number of children on roll	16
Name of registered person	The Anchor SENDfriendly Limited
Registered person unique reference number	2624879
Telephone number	02036514863
Date of previous inspection	Not applicable

Information about this early years setting

The Anchor SENDfriendly Centre registered in 2021. It is an independent respite and childcare service for children and young people with special educational needs and disabilities (SEND) between the ages of three and 25 years. It is situated in Plumstead, in the Royal Borough of Greenwich, London. The nursery operates Monday to Friday, 9am until 3.30pm, term time only. The nursery employs seven members of staff, who all have relevant childcare qualifications from level 1 to qualified teacher status. The nursery offers funded places for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 management team and inspector completed a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between staff and children and discussed these with the manager.
- Parents spoke to the inspector during the inspection to share their views.
- The managers showed the inspector documentation to verify staff qualifications and suitability of staff.

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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