

Inspection of Norbury Hill Cubs Day Nursery

48 Norbury Hill, LONDON SW16 3LB

Inspection date: 13 June 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 warmly welcomed by staff on their arrival at the nursery. Conversations take place to exchange information, which supports children's well-being. This ensures that staff are attentive to children's needs during the day. Children are encouraged to be independent. For example, they take responsibility for their belongings and find their labelled pegs and trays. Children settle quickly, and staff offer reassurance and share cuddles when needed. This helps children to feel safe and secure.

Staff have high expectations for all children and plan an exciting and broad curriculum. Children show a positive attitude to their learning. They are motivated to explore and engage in the different activities. For example, children persevere with using tools to manipulate dough to make faces. Younger children enjoy pouring water and laugh as they drop animals in the tray to make a splash. Older children practise using scissors and write letters in chalk to extend their fine motor skills.

Children listen well to instructions and understand the nursery's rules. They help to tidy away the toys after playing and share resources well. Staff regularly praise children for their efforts. This helps to raise children's self-esteem and reinforce their positive behaviour.

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

- Managers are enthusiastic and passionate about providing high-quality care and education for all children. They regularly evaluate practice and have identified areas for improvement to benefit children. Managers proactively include staff and parents in their vision. Staff are supported extremely well to manage their mental health and well-being. New initiatives, such as 'staff star of the month', have strengthened staff's morale and teamwork.
- Staff get to know children well from the beginning. Children are invited to attend celebration days with their parents. This helps them to become familiar with the nursery before they start. Staff follow children's interests and use observations to monitor their progress. They identify any gaps in learning and take action to ensure that these areas are addressed. The manager works in partnership with other professionals to make sure that all children make good progress.
- Parents speak extremely positively about the nursery and the community approach it provides to their families. Parents feel fully involved in their children's learning and state that communication is excellent. They receive regular updates on their child's progress and ideas to continue their learning at home. Parents appreciate the trips organised for the weekends. This allows parents to attend with their children and further build relationships.

- Staff promote children's language and communication well. They engage children in conversations and ask meaningful questions. Children are given time to think and answer, and are encouraged to extend their sentences. Staff introduce new vocabulary, engage children in singing activities and share stories. Staff use celebrations, such as World Book Day, to promote children's love of reading. However, on occasions, staff do not plan some group activities as effectively. This means that some children's learning becomes less engaged as they lose interest.
- Staff weave mathematics through children's play activities and routines. Children count as they climb stairs and learn about weight as they test items on the scales. They add equipment to water to see which ones float or sink. Younger children concentrate well as they stack shape rings and build towers. Children enjoy painting and engage in craft activities. However, some of these activities are adult-focused and limit children's opportunity to practise their skills and be creative.
- Staff promote healthy lifestyles and consistent care routines. Children wash their hands and clean their teeth to promote good hygiene. Children extend their physical skills in the garden, learning balance and coordination. They learn breathing techniques during yoga to help with regulating their emotions. The nursery chef provides nutritious meals that include traditional foods from other cultures. This extends children's understanding and awareness of different people and communities.
- The management team has robust recruitment plans in place. All staff receive a thorough induction, which ensures that they understand their roles and responsibilities well. Staff participate in supervision sessions and engage in extended training to increase their knowledge and skills further.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of safeguarding. They have all completed training on a range of issues, such as radicalisation. Staff know how to recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. They understand the procedures in place to report and record any concerns regarding a child's welfare. Staff use daily checks and risk assessments to ensure that the nursery environment is safe. They supervise children and maintain ratios. The manager carries out robust recruitment procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen group activities to ensure that all children stay focused and benefit

from their learning

- support staff to make sure that craft activities are less adult-focused and allow children to develop and practise their creative skills.

Setting details

Unique reference number	EY441286
Local authority	Croydon
Inspection number	10289535
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	1 to 4
Total number of places	20
Number of children on roll	40
Name of registered person	Norbury Hill Cubs Limited
Registered person unique reference number	RP905383
Telephone number	020 8679 7630
Date of previous inspection	28 November 2017

Information about this early years setting

Norbury Hill Cubs Day Nursery registered in 2012 and is located in Streatham Common in the London Borough of Croydon. It is open each weekday from 8am to 6pm, for 50 weeks of the year. The nursery is in receipt of funding to provide early education for children aged two, three and four years. The nursery employs 11 members of staff and a chef. The management team members all hold level 6 qualifications, and five other staff are qualified at level 3 or above.

Information about this inspection

Inspector
Helen Craig

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 manager and has taken that into account in her evaluation of the nursery.
- The manager and inspector carried out a learning walk together to discuss the intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with the management team about safeguarding and how they evaluate their practice.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.

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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