

Inspection of Coin Street Neighbourhood Centre

108 Stamford Street, London SE1 9NH

Inspection date: 8 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children eagerly enter the nursery and are warmly greeted by staff. Babies form secure relationships with staff which they demonstrate by reaching out to be cuddled. Toddlers show curiosity while exploring the spacious play area. For example, they examine cooking utensils in the pretend kitchen and move on to pack and unpack bags with toy foods. Children develop independence as they are encouraged to select their own activities. For instance, children of all ages choose books and seek out staff to read to them.

Children develop mathematical skills as they learn about weight while placing sand on balancing scales. Staff encourage children to identify which side is heavier and possible ways of making them equal. Children are confident communicators and delight in sharing their achievements. Older children take pride in describing how they use recyclable materials from home to make their model 'Robbie Robot'. They articulately share that they collected items at home to bring to nursery to be 'recycled'. Children correctly name which materials are put into which recycling containers. Children benefit from new experiences in the wider community. For example they travel on underground trains to museums to learn about transport, and they develop physical skills while walking to and playing in local parks.

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

- Children develop positive behaviours and are respectful of each other. For example, when children want to use a particular pair of scissors a peer is using, they use a sand timer to monitor the time until it is their turn. This helps children to learn to self-regulate their behaviour and to share. Toddlers are encouraged to understand expectations and boundaries to help them learn to assess risks. For example, staff ensure that toddlers wait at the top of the climbing equipment until the space at the bottom is clear before they slide down. Staff give positive praise for 'good waiting' and children smile in recognition of their success.
- Toddlers develop gross motor skills while climbing steps in the soft-play area. Initially, they are supported by staff holding their hand. As children become more stable and confident on the steps, staff gradually remove their hand enabling children to learn new skills. Staff offer words of encouragement, motivating children to take risks and attempt to climb down the steps independently. This helps children to build resilience and develop physical skills.
- Overall children make good progress with communication and language skills. Staff model language to babies and toddlers as they look at books. Children are encouraged to point to bugs hidden beneath the book's flaps. Staff ask open-ended questions, encouraging toddlers to name and identify members of their families shown in photographs. On occasion, some staff do not give children the

time needed to respond and build upon emerging speaking skills.

- The experienced and passionate leadership team have a clear understanding of the nursery's 'eight curricular goals' they want children to learn in readiness for school. Leaders work closely with staff, parents and other professionals to identify children with special educational needs and/or disabilities (SEND). Early identification of children with SEND has resulted in leaders recruiting specialist staff to support them. This ensures inclusivity and has resulted in children making good progress from their starting points.
- In general, children are encouraged to develop personal skills. Babies and toddlers successfully learn to feed themselves with their hands and spoons. Some children are shown and provided with the opportunity to serve and cut their food, and use cutlery. Many children are encouraged to remove outer clothing and boots when returning from outdoor play. This helps children to learn self-care skills in readiness for school. Staff, however, are inconsistent in their approach and therefore children are not always supported to learn self-care skills.
- Parents speak extremely highly of the nursery, particularly the warm, welcoming and happy environment. They appreciate the open communication and feedback about their children's well-being and development. This informs parents of what the children are learning and how they can build upon it at home. Parents feel involved and value uploaded photographs on the parents application showing their children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training and are confident to identify whether a child is at risk from potential harm. Staff know who to contact should they have a concern about a child or an adult working with them. Regular meetings and ongoing in-house training sessions provide the opportunity for staff to raise safeguarding concerns. The designated safeguarding leaders attend regular external training to ensure their knowledge is up to date. Staff are aware of the need to be alert to individuals who could be affected by inappropriate cultural practice, and those who may be vulnerable to radicalisation. The robust recruitment procedure ensures that all staff are vetted and 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:

- ensure that staff give younger children enough time to recall information and respond to questions asked
- ensure that all staff consistently encourage children to learn to develop self-care skills.

Setting details

Unique reference number	EY357851
Local authority	Lambeth
Inspection number	10263133
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 4
Total number of places	88
Number of children on roll	84
Name of registered person	Coin Street Centre Trust and Coin Street Community Builders Limited
Registered person unique reference number	RP525071
Telephone number	020 7021 1670
Date of previous inspection	21 April 2017

Information about this early years setting

Coin Street Neighbourhood Centre is run by Coin Street Centre Trust and Coin Street Community Builders Limited. The nursery registered to operate from its current premises in 2007. It is open on weekdays, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 17 staff employed to work in the nursery, all of whom are qualified at level 2 or above. The manager holds National Professional Qualification in Senior Leadership (NPQSL) and the deputy manager holds Qualified Teacher Status.

Information about this inspection

Inspector
Jill Pearce

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 leaders and has taken that into account in their evaluation of the setting.
- Leaders joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with a deputy leader.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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