

Inspection of Gumboots Community Nursery

171-173 Crystal Palace Road, London SE22 9EP

Inspection date: 12 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery has experienced a period of change, with high staff turnover. However, every effort is being made to ensure a consistent and nurturing environment for children. Staff value each child as an individual and understand the importance of listening to children and giving them a voice. Overall, children enjoy trusting relationships with staff, who are attuned to their needs. Older children are empowered in weekly children's meetings and asked to contribute to the 'golden rules'. Young children use books and pictures to choose nursery rhymes.

Staff plan activities based on children's interests. This means children are highly motivated and engaged in what they are doing. Staff help to extend learning by following the child's lead and posing effective questions. During small-group time, older children use a 'talking stick' to take turns talking about their favourite ice cream. Children chat excitedly about flavours, textures and sensations. Staff encourage new language and creative thinking while gently reminding children to listen to their friends and speak when it is their turn. Children listen well and are respectful of each other.

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

- Staff help children to engage in activities. This is achieved through playing alongside and taking an interest in what the child is doing. Young babies enjoy sifting sand through their fingers with the help of a member of staff. Managers purposefully employ a range of ages of staff members to expose children to a variety of experiences and personalities. Parents comment on there being a member of staff to suit the mood of their child.
- Each room has a clear intention for learning based on children's developmental needs. For example, young toddlers are encouraged to stand while painting on cellophane wrapped around an upturned table to aid coordination and strengthen core muscles. School readiness is encouraged by developing the confidence, emotional and social skills of children. Staff prepare a 'chop shop' in the role-play area based around the interests of multiple children. This idea is brought together to inspire children to help one another, solve mathematics problems and talk through disputes.
- Children are encouraged to take and manage their own risks. For example, children can climb a tree in the garden and swing on a branch. Real tools are available for children to use and explore. Staff use risk assessments and effective deployment to ensure that children are safe.
- Staff know children well, and the key-person system is, overall, working well due to diligent and caring staff. However, experienced staff have high numbers of key children, putting them under pressure. This impacts on children's ability to

develop even stronger relationships with their key person.

- Leaders and management provide clear guidance for staff to work within the company framework. Managers and senior staff are visible in rooms, demonstrating positive role modelling. There is an emphasis on staff training for the benefit of the children. In general, staff show good knowledge of child development, demonstrated through the suitability of activities for the children. All are age and stage appropriate and provide opportunities for learning. Frequent staff meetings and training events help to embed good practice and bring consistency to the nursery.
- Staff have a positive attitude towards behaviour. They speak respectfully to children and remind them, when necessary, to use good manners and 'kind hands'. This is achieved by modelling and praising good behaviour.
- Staff work well in partnership with outside agencies, such as speech and language therapists. This means children with special educational needs and/or disabilities are well supported. Parents find staff friendly and welcoming. Managers and staff listen to parent ideas; for example, they have put photos of staff members outside nursery rooms.

Safeguarding

The arrangements for safeguarding are effective.

All staff have safeguarding training and know to whom to report should there be a concern. Managers offer a robust training programme and check staff's understanding to ensure effectiveness. Staff understand the importance of positive relationships in terms of helping to protect children. The nursery is a safe environment, and it is consistently monitored by staff to minimise hazards. Daily health and safety checks are carried out. Children's allergies and medication are well managed.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop even stronger relationships with their key person.

Setting details

Unique reference number	EY537143
Local authority	Southwark
Inspection number	10300850
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	106
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 8693 8726
Date of previous inspection	7 December 2018

Information about this early years setting

Gumboots Community Nursery re-registered in 2016. The nursery is located in East Dulwich, in the London Borough of Southwark. It is open from 8am to 6pm, each weekday, for 51 weeks of the year. The nursery receives funding to provide free early education to children aged two, three and four years. There are 27 members of staff. Of these, one has achieved early years teacher status, one holds an early years qualification at level 5 and 16 hold early years qualifications at level 3.

Information about this inspection

Inspector

Zoe Duggan

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 inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided for all children, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents/carers during the inspection and took account of their views.
- The manager and inspector carried out a joint observation in the pre-school.
- The deputy and manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.

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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