

Inspection of Plumstead Manor Nursery

Plumstead Manor School, Old Mill Road, Plumstead, London SE18 1QF

Inspection date: 20 July 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 rush into this setting eager to start their day. They happily greet staff and quickly find something of interest to play with. Children are engaged and focused within their chosen activities. They show high levels of concentration and follow instructions carefully. Children enjoy creative activities, carefully choosing their own tools and paint colours. They proudly hold up their caterpillar creations for all staff to see. Managers have created a rich curriculum that considers children's interests and their stage of development. Staff carefully consider how they can prepare children for the next stage of their learning.

Staff are positive role models for children. They support children to understand how to share, take turns and begin to negotiate conflict independently. Staff have rules and boundaries in place and children show an understanding of these. Children's behaviour is good. They show excitement when their friends arrive for the day. Children develop close friendships and play cooperatively together. They ask each other for help when needed, working together to build a large construction model. Staff ensure that children with special educational needs and/or disabilities are well supported. They work in partnerships with other agencies to support children to access the varied curriculum.

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

- Staff at this setting know children well. There is a strong key-person system in place. Staff talk in depth about the progress children have made from their starting points in development. They understand what children know and can do and what it is they need to learn next. Children are well prepared for the next stage of their learning.
- Managers and leaders recognise the impact the COVID-19 pandemic has had on children's communication and language development. There is a focus on building children's vocabulary and giving them the tools to be able to express themselves. Children have lots of opportunities to hear language through song, rhymes, stories and repetition. Staff use activities in small groups to allow children to build confidence in sharing their ideas with others. They use visual prompt cards and Makaton to provide non-verbal children with additional means of communication.
- Children are inquisitive and show they are competent to complete tasks independently. Children show pride when they successfully complete tasks, smiling and clapping their hands with glee. Staff offer children praise and encouragement. However, on occasion, staff can be too quick to intervene and solve problems for children. This does not allow children the opportunity to develop their problem-solving ability and develop resilience skills.
- Staff work to promote healthy lifestyles to children. They give guidance to

parents on what should be included in packed lunches to ensure that they are nutritionally balanced and provide a varied diet. Staff encourage children's good oral health, such as children brush their teeth daily on site. Parents are also encouraged to sign up with dentists and take children for regular check ups.

- Staff provide a free-flow environment, which allows children to freely access the outside environment. Children use a range of equipment, such as bicycles to develop their large muscles. They begin to learn to negotiate obstacles. Children enjoy using the sand and water trays with tools purposefully, developing their fine motor skills. Children begin to manage risk as they negotiate the outside climbing apparatus.
- Partnership with parents is strong. Parents speak extremely positively about the welcoming and experienced staff team. They describe the impact the setting has had on their children's learning and development. Parents feel their children are well prepared for the transition on to school.
- The setting is part of a diverse community, which staff celebrate. Children learn about the world around them, such as through crafts and stories. Parents are welcomed into the setting to share experiences, such as sushi making with children. Staff embed fundamental British values, and children learn to be respectful and treat others with kindness.
- Leaders and managers reflect on the service they provide and regularly seek feedback. Staff report feeling supported by senior staff. They receive regular training to offer all staff the opportunity for continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive a full induction, which includes relevant safeguarding training. This is updated regularly through online courses and discussions with leaders. Staff show that they have a clear understanding of their responsibility for keeping children safe from harm and abuse. They understand the recording and reporting procedures. Staff are clear on the importance of whistle-blowing should they have concerns regarding colleagues. They understand how to escalate concerns if they feel they are not managed appropriately. Managers share with parents the importance of keeping children safe online. Staff ensure that the environment is kept safe and secure through regular risk assessments.

What does the setting need to do to improve?

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

- allow children time to solve problems independently before stepping in to provide support.

Setting details

Unique reference number	EY224240
Local authority	Greenwich
Inspection number	10301164
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	38
Name of registered person	Plumstead Manor Pre-School Committee
Registered person unique reference number	RP911553
Telephone number	0208 855 0124
Date of previous inspection	18 January 2018

Information about this early years setting

Plumstead Manor Nursery registered in 1992. The setting is committee led and is based in a part of Plumstead Manor Secondary School, situated in Plumstead in the London Borough of Greenwich. It receives funding to provide early education for children aged two, three and four years. The setting is open during term time, from 7.30am until 4.30pm, Monday to Friday. There are eight members of staff working with children, all of whom have appropriate early years qualifications between levels 2 and 6.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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