

# Inspection of The Nest Pre-School CIC

Longfield Hall, 50 Knathcbull Road, London SE5 9QY

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Inspection date: 15 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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 are excited and ready to start their day as they arrive at the pre-school. They are warmly greeted by staff and their peers. Children are familiar with the routines. They confidently hang up their coats, change their shoes and put them carefully away from the busy area of the room. There is a strong sense of family in the pre-school. Parents who are settling their child are welcome to stay until their child is comfortable in their new surroundings. Some children are familiar with the environment and staff because friends or siblings previously attended the pre-school. Children adapt well. They are confident, sociable and demonstrate that they feel safe and secure. They have strong bonds with staff, who are encouraging and supportive.

The majority of staff are highly qualified and experienced in their role. They have high ambitions for children's learning. They provide exciting and engaging experiences and opportunities for children, including forest school sessions in the local park and gardening, where they plant and grow fruits and vegetables. Staff support children to join in with drama, dance, cooking and pottery. These experiences broaden children's knowledge and skills, which motivates their curiosity and eagerness to learn.

Children understand behavioural expectations. They know the routine of the pre-school and treat each other and staff with respect. Staff are attentive and supportive to each child. Children are kind to each other; they learn to share and help each other. For example, older children help younger children as they use equipment such as the climbing frame.

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

- Staff work closely with parents to identify what children know, can do, and need to learn when they start. They value the knowledge parents have about their children and establish strong relationships. This helps staff to plan and carefully design a curriculum that best supports the individual child, as well as the group. Parents highly praise staff for their commitment to them and their children.
- Staff welcome the input of parents into their children's learning. They hold regular meetings to ensure that parents are well informed about their children's development. Parents say their children have made good progress since attending the pre-school. Similarly, gaps in learning are beginning to close for children with special educational needs and/or disabilities (SEND). The special educational needs coordinator works closely with parents and external agencies. They plan targeted teaching strategies to support children's development.
- Children are confident. They express their views and opinions to their peers and staff, make informed choices and are independent learners. For example, older

children competently put on their coats and shoes and attend to their toileting needs. Younger children are given opportunities to 'have a go' at putting on their coat. Staff regularly praise children for their efforts and achievements. This helps to boost children's self-confidence.

- Overall, children's language is developing well. They enjoy singing and have stories read to them. Children enthusiastically join in with the parts of the story they know well. However, staff do not consistently implement effective strategies to encourage children to fully develop their listening skills. For example, at times, although children eagerly respond to staff's questions, they talk over each other and do not listen to others or to what staff say.
- Staff provide children with a range of mark-making tools and opportunities to develop their finger muscles, to support their writing skills. For example, they enjoy drawing, painting and colouring. Children also gain experience in using materials, such as clay, to make ceramics, which strengthens their fine motor skills.
- Children are supported to develop their reading skills. For instance, older children identify their own names, while younger children are supported with the use of their pictures. Older children competently write words such as 'fox' with the guidance of staff. They enjoy looking at books on their own and with friends. Children are engaged and focus well, which supports their learning effectively.
- Mathematics is threaded through the daily activities. For example, staff encourage children to count in games and use pretend money during role-play activities. Staff talk about numbers and use number cards to help children recognise numbers correctly.
- Children have fun playing in the garden with their peers and staff. This helps them to build strong social skills. They learn to wait, take turns and work effectively together. Children develop problem-solving techniques as they find the best ways to walk on planks. They excitedly laugh and giggle as they play.
- The manager ensures that parents understand the importance of children visiting the dentist. Staff monitor children's packed lunches and snacks. They provide guidance for parents to help them understand what makes a healthy packed lunch. Children wash their hands before they eat and are encouraged to develop healthy eating habits, such as having their savoury first at lunchtime. They know that fruit and vegetables are healthy foods, and they grow these in the garden. They have ample opportunities to exercise, both indoors and outdoors, which promotes their good health and well-being.
- The manager values staff's well-being and professional development. She provides opportunities throughout the year for staff team meetings. Staff also have individual supervision sessions and annual appraisals to build a strong, effective team and service. However, the manager is yet to implement effective monitoring of staff practice to identify gaps or weaknesses in the quality of teaching. As such, these are not promptly addressed to strengthen staff's knowledge, to further benefit children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding. They understand the policies and procedures of the pre-school and know their roles and responsibilities to keep children safe. They are aware of the signs and symptoms that might indicate a child may be at risk of abuse or significant harm. They know the procedure to follow to escalate any concerns to the appropriate agencies. The manager ensures that effective risk assessments are implemented throughout the day. Staff are well deployed. They provide consistent supervision of children. The premises are safe and secure, both indoors and outdoors. Staff teach children how to keep themselves safe. For example, children are reminded to place their hands and feet correctly on the climbing frame to ensure they are safe.

### **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 develop strategies to help children listen more effectively to each other during large-group activities, to help enhance their communication and language skills
- provide a stronger oversight of staff practice to further support the quality of teaching to an outstanding level.

## Setting details

<b>Unique reference number</b>	2642872
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10308638
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	The Nest Pre-School CIC
<b>Registered person unique reference number</b>	2642869
<b>Telephone number</b>	07579007408
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Nest Pre-School CIC registered in 2021. The setting is situated within the London Borough of Lambeth. It operates Monday to Friday, from 8.30am until 3pm, term time only. Sessional places are also available. There are five staff who work with the children. The manager has a level 7 childcare qualification, while three other staff have an appropriate level 3 early years qualification. They provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Marvet Gayle

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager completed a learning walk with the inspector and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of teaching, indoors and outdoors, and evaluated the impact on children's learning.
- The inspector carried out a joint observation with the manager to consider the quality of teaching and learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- Meetings were held between the inspector and the manager.
- A range of documents was provided for the inspector to sample, including staff suitability.

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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