

Inspection of Rushey Green Nursery Limited

41 Rushey Green, London SE6 4AS

Inspection date: 20 March 2024

Overall effectiveness	Good
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 demonstrate through their interactions with staff that they feel happy and secure. Staff are caring towards the children. They build strong bonds; all children readily seek reassurance and comfort when they need it. Children of all ages enjoy actively exploring the different areas of the nursery and independently accessing activities. For example, younger children access the reading area and select books that interest them, which staff read to them. Children are developing a love of reading as staff read stories with animated voices to capture children's imagination. Children enjoy many songs, joining in with the actions and familiar words. This supports their communication and language development.

Children behave well. Staff set good expectations for children's behaviour and adapt their support according to the ages of the children. Older children learn to be patient and regulate their behaviour as they readily wait to see the next object during a listening activity. Staff are positive role models. They speak calmly and politely as they support younger children in turn-taking. This helps children learn how to interact with others and develop excellent social skills from an early age.

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

- The managers and staff implement a well-sequenced curriculum. However, sometimes, staff do not always identify opportunities in children's play when they can take their learning to the next level. For instance, staff do not consistently challenge children's learning to build on what they know and can already do. In this way, children are not consistently provided with high levels of challenge throughout the day.
- The special educational needs coordinator works well with staff to ensure that children with special educational needs and/or disabilities (SEND) are supported in their development. Staff have high expectations for every child, including children with SEND and those from a disadvantaged background. Staff work expertly with other professionals and any delays in children's learning is identified early. As a result, all children are making progress.
- Staff foster children's communication and language skills well, including those who speak English as an additional language. They introduce children to new vocabulary effectively as they sing and read stories. Children eagerly answer open-ended questions during 'bucket time', which promotes their language and thinking. At times, staff talk to children in their home languages and use keywords. This supports children to become confident and skilful communicators.
- Children have ample opportunities to develop a love of books and reading as they borrow books from the nursery's lending library. They have access to well-resourced comfy book corners and have regular story times. Staff support

children's early literacy skills well. Following a recent literacy project, children and their parents enjoy walks around the community looking for 'logo's' to support children's early reading skills.

- Children develop their physical skills as they play. Babies build up core strength as they practise their walking and exploring the environment. Older children balance, run and throw and catch balls in the outdoor area. Older children practise their fine motor skills as they use tongs to pick up toy dinosaurs in the sand.
- Managers and staff place a high value on partnerships with parents to ensure that each child's individual needs are met successfully. Parents are kept well informed about their child's learning and development. This collaborative partnership ensures consistency in the children's care.
- Children enjoy counting as they sing number songs, count how many balls they can find and describe how many more tracks they need to build their train track. However, staff do not foster children's knowledge of wider mathematical concepts, such as weight, measurement and height, as effectively.
- The managers implement regular programme of supervision and meetings with their staff team. They support staff's ongoing professional development well and they regularly complete training. The managers recognise the impact of COVID-19 and engage with the recovery program to access training and projects. This supports staff to develop good practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on the existing good practice and seek further ways to help all staff to extend children's learning during activities
- strengthen mathematical activities to promote children's knowledge of wider mathematical concepts.

Setting details

Unique reference number	2665922
Local authority	Lewisham
Inspection number	10333066
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	70
Number of children on roll	81
Name of registered person	Rushey Green Nursery Limited
Registered person unique reference number	2665921
Telephone number	020 3301 0867
Date of previous inspection	Not applicable

Information about this early years setting

Rushey Green Nursery Limited re-registered in 2021. It is located within the London borough of Lewisham. The nursery employs 15 members of childcare staff, including the managers who hold early years professional status. Staff hold childcare qualifications at level 2 and level 3, with others working towards their qualifications. The nursery operates from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- One of the managers led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One manager and the inspector carried out a joint observation of a listening and attention activity together.
- Parents shared their views of the setting with the inspector.
- The inspector sampled documents such as suitability of staff and first-aid qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024