

Inspection of Stockwell Gardens Nursery

YMCA, King Georges House, 40-46 Stockwell Road, LONDON SW9 9ES

Inspection date: 3 April 2024

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 are very settled and extremely happy in this warm and nurturing environment. Staff gradually introduce children who are moving to a new group in the nursery. Staff and parents have strong relationships and take time to talk together when children arrive. This supports a seamless transition for children at the nursery, as well as between home and the nursery. Staff build strong bonds with children and know them well. They praise children warmly when they show positive behaviour. For example, staff say, 'Well done for sharing.' This supports children's understanding of the behaviours that are expected of them.

Staff plan an ambitious curriculum for all children inside and outside. They ensure that they plan time in the garden to give all children time and space to explore and interact with their peers. Children take turns and invent role play together. They make the most of exploring the garden. For example, younger children hide behind the shrubs, climb onto large boxes and carefully practise walking on balancing beams and planks. Older children excitedly join in games with staff and create ways to roll hoops. This helps children to make good overall progress in all areas of their development, having fun as they go.

Staff know families well. They provide a range of support for families, including those who are more disadvantaged. For example, the organisation works with a range of businesses in and around the community that contribute food that parents can easily access. This helps to support children's good health and well-being.

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

- The manager is very reflective and evaluates the nursery with the team to make improvements. Staff state that they feel very well supported by the manager and the team.
- The manager ensures that staff are consistently well deployed. She is often in the nursery's rooms to monitor the day-to-day operation of the nursery and staff's practice and to ensure that the environment is safe. The manager has improved the garden fence and installed an extra gate inside. There is now an effective system in place to ensure that staff consistently check the number of children present. These steps have improved children's safety.
- The manager and the staff have worked hard to develop strong parent partnerships. Parents receive daily verbal feedback and information through an app to share what children have been doing. They are also invited to parents' evenings to discuss their child's learning and development. Parents speak very highly of staff's communication and support, the progress their children make and the warmth of staff.
- Staff support children to develop their mathematical skills well. For example,

they count with children and sing number songs. Staff ask children effective questions to develop their mathematical knowledge further.

- Most staff use high-quality interactions with children. For example, in the pre-school room, staff make good use of repetition and check to ensure that children understand. Toddlers invite staff to join in their play and ask for help when needed, such as to help them on the balancing beam. Babies sit with staff and join in stories that are read to them. Staff repeat and introduce different words to toddlers as they make play dough. They talk with children about the 'soft', 'sticky' and 'squishy' texture of the play dough. This helps children to build their vocabulary and enhance their communication and language skills. However, there are times when some staff do not use these skills consistently to interact with children or enhance their thinking, focus and engagement. Occasionally, younger children sit and observe other children's play and not join in. At these times, staff do not ensure that they provide support for children to maximise their curiosity and learning.
- Children have opportunities to mark marks with a range of resources. These activities ignite children's imaginations and support their finger muscles and their later writing skills.
- The manager and the staff support children with special educational needs and/or disabilities well. They work effectively with other professionals and use their recommended strategies to support children. This ensures that every child makes good progress.
- Staff support children to develop healthy eating and lifestyle habits. They provide children with freshly cooked and nutritious meals and snacks. Children are independent. Younger children learn to wash their hands, while older children confidently manage their personal needs.

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:

- provide consistent support for children to further develop their thinking, focus and engagement as they play to enhance their learning even further
- strengthen support for staff to enhance their interactions with children in the youngest age group to promote their play and curiosity.

Setting details

Unique reference number	EY487129
Local authority	Lambeth
Inspection number	10326699
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	62
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	020 77375033
Date of previous inspection	28 August 2019

Information about this early years setting

Stockwell Gardens Nursery registered in 2015 and is situated within the YMCA building in Stockwell, London. It is one of a group of nurseries managed by The London Early Years Foundation. The nursery employs 15 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications ranging from level 3 to 5. The nursery opens from Monday to Friday, 51 weeks of the year, closing for a week at Christmas. 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

Marvet Gayle

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 the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Older children spoke to the inspector about their play.
- The inspector observed the interactions between staff and children.
- Staff, including the special educational needs coordinator, spoke with the inspector.
- The inspector spoke to parents in person and on the telephone and took account of their views.
- Documentation was reviewed and a discussion was held with the manager and the area manager.

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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