

Inspection date	19 November 2015
Previous inspection date	18 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider has successfully tackled the areas for development identified at the last inspection to meet the requirements of the Early Years Foundation Stage.
- The provider recently expanded the premises to enhance the learning environment. The rooms are inviting and well-organised so children play and explore freely.
- The quality of teaching is good and children make good progress in their learning and development. Staff assess children's abilities and interests accurately. They use this information effectively to plan activities to excite and motivate children.
- Staff build positive relationships with parents to find out about children's needs. Staff and parents share information effectively in daily handover discussions and in detailed assessments, particularly for children aged two years.
- The provider robustly reviewed policies and procedures for collecting children from school. Children's welfare is promoted well through good communication with parents and other settings. Staff are deployed effectively after school to avoid disruption to babies' and pre-school children's routines.

It is not yet outstanding because:

- The provider encourages continual professional development for each member of staff but does not have an overarching plan to help target the staff group's expertise further.
- The nursery is at an early stage of implementing a tracking system to monitor and analyse children's assessment information to strengthen teaching and learning further.

What the setting needs to do to improve further

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

- enhance the plan for professional development so it is tailored to strengthen staff's high-quality practice further
- develop the nursery's assessment and tracking system further to help staff to identify and close gaps in learning for groups, as well as individuals, so all children make the best progress possible.

Inspection activities

- The inspector observed activities indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the provider and deputy manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector spoke with parents and took account of their written feedback to the nursery.
- The inspector carried out two visits to take account of the expansion of the premises.

Inspector

Chris Davies HMI

Inspection findings

Effectiveness of the leadership and management is good

The provider is dedicated to improving outcomes for children. She monitors and supervises the work of the nursery rigorously so the quality of activity planning and work with parents is improving strongly. The provider ensures the nursery promotes diversity well, for example by following parents' suggestions for lunches and snacks. The provider and staff form an enthusiastic team. Staff are deployed in line with their qualifications and skills to secure good outcomes for the children while the work of the nursery has expanded. Safeguarding is effective. Arrangements for safe recruitment are implemented, including checks with the Disclosure and Barring Service. Staff's safeguarding knowledge is kept up to date through induction, supervision and training. Staff implement the nursery's clear procedures promptly if they are concerned about a child's development or safety. The provider has developed good communication with early help professionals, such as speech therapists, to gain support for a child if the need arises.

Quality of teaching, learning and assessment is good

Staff teach basic skills well and make sure activities are challenging for pre-school children. Staff show babies how to hold paint brushes and crayons. Older children confidently find pencils and paper to draw their own stories to explain their ideas. They read their names and words from captions on thoughtful displays around their room. Staff give children plenty of time to practise their skills in play and in everyday routines. For example, they specifically introduce new words to describe the taste of fruit during snack time and carry on the 'fruit' theme in a role play café. Taking into account the high proportion of children speaking English as an additional language, staff plan carefully for communication and language development. Staff encourage babies to begin to count and say the names of colours, shapes and sea-life animals from around the world. Children develop the skills to be confident talkers.

Personal development, behaviour and welfare are good

Caring and attentive staff help babies settle in quickly. Staff nurture children's social and emotional development well so that children are self-confident and build the social skills to get on with other children. Children's behaviour is good. Staff show delight in children's achievements and give meaningful praise. Older children learn to take turns and share resources as they respond well to staff's guidance. Staff vary the programme during the day so children are physically active and have quiet time to sleep. Children build up their self-help skills as they serve themselves water and choose healthy portions of food. Staff work well with parents when they notice gaps in children's development or have concerns, such as poor attendance.

Outcomes for children are good

Children who have starting points below those typical for their age catch up well. With consistent policies and support in place, children make the transition easily from the baby and toddler room to the pre-school room. Children have a good range of knowledge and the independence skills they need to help them when moving on to school.

Setting details

Unique reference number	EY463627
Local authority	Lambeth
Inspection number	1017508
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	10
Number of children on roll	18
Name of provider	Salimata Bambara
Date of previous inspection	18 November 2014
Telephone number	07951109446

Sally Kids Care registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to two large playrooms, a small sleep room and an outdoor play area. The nursery also runs a before and after school club. It supports disabled children and those with special educational needs. It also supports children speaking English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four years. Six staff work with the children, including the provider. All the staff hold appropriate early years qualifications. The provider holds an early years qualification at level 6.

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