

Plumstead Day Nursery

6 Purrett Road, London, SE18 1JW



Inspection date	6 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Strong and effective relationships between leaders, staff and parents help to guarantee that children's educational and developmental needs are well met. They work very effectively with other professionals, ensuring children get the best support possible, to improve outcomes for children.
- The well-resourced learning environment indoors and outdoors is inspiring for all children and motivates them to explore freely. They make their own choices about where they play and transfer resources into different areas to support their ideas.
- There is a very strong focus on ensuring diversity is promoted within the setting. Staff know all children's backgrounds and invite parents to play an active role in their children's learning. For example, parents come in and read dual-language books in their home language to all children.
- All children are confident speakers. Children with additional needs and those who speak English as an additional language make very good progress in their communication and language development. Children are well prepared for starting school.

It is not yet outstanding because:

- Opportunities to maximise children's independence skills through routines and to develop a sense of responsibility are not fully recognised.
- Leaders are not monitoring practice as closely as possible to improve the quality of provision to an outstanding level.

What the setting needs to do to improve further

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

- review the way children are supported with their independence during their daily routine and help them develop a sense of responsibility
- develop the system to monitor staff's practice further and use this information to identify learning priorities and opportunities for professional development to help improve practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children, parents and staff during the inspection and took their views into account.
- The inspector sampled documentation, including children's learning and assessment records.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and discussed the provider's self-evaluation.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There are secure recruitment procedures to appoint suitable and committed staff who share the same vision for the nursery. Staff are clear about their responsibilities. They have a good understanding of what to do if they have a concern about a child's welfare and safety and they regularly refresh their knowledge of safeguarding procedures. Management identifies strengths and areas in which to improve the provision well. For example, recent training has seen improvements in the way in which staff promote children's communication and language skills. Arrangements to monitor the development and progress of all children, including the different groups of children who attend, are well established. This information is used well to identify targets for children to work towards and help prepare them for the next stage in their learning.

Quality of teaching, learning and assessment is good

Teaching is consistently strong and all children are actively engaged in learning. Staff all know the children well. They know when to sit back and observe and when to support children in their play. The planning evolves throughout the week, as staff follow children's interests and support their next steps in learning. Staff are deployed well. They help support children's emerging ideas and make good use of opportunities to extend children's learning. For example, staff skilfully respond to toddlers making marks on the floor with water and brushes. Staff talk about the marks and introduce new language. They extend this by discussing the sounds the letters represent with older children.

Personal development, behaviour and welfare are good

The routine and structure of the setting are effective and help children feel secure. They learn to share their resources and be kind to one another. Children freely offer the inspector their resources to join in during play. Children learn hygiene routines from a very early age. For example, babies are encouraged to wash their hands after a nappy change. Children are well supported when they first start nursery and when they move between rooms. They enjoy short and frequent visits to become familiar with the new environment. Parents share valuable information about their children and home life when they start. For example, there are pictures of the children's families displayed at children's level to help them feel secure. Children learn about each other and gain an understanding about similarities and differences between themselves and others.

Outcomes for children are good

Children are keen and active learners who are motivated in their play. They delight in using their imagination and apply what they have learned into their play. For example, pre-school children use oats and pasta to make pretend porridge. They transfer the bowls into the playhouse in the garden and act out one of the stories they learned about previously. Toddlers show great skill in negotiating the wheelbarrow around the garden as they collect leaves to make a jungle for their animals. Babies develop early communication skills well. For example, they sing songs and participate in action rhymes.

Setting details

Unique reference number	EY548810
Local authority	Greenwich
Inspection number	1110125
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	57
Number of children on roll	78
Name of registered person	Home-Start Greenwich
Registered person unique reference number	RP548809
Date of previous inspection	Not applicable
Telephone number	02083176960

Plumstead Day Nursery registered in 2017. The nursery is located within the Plumstead Children's Centre in the London Borough of Greenwich. The nursery's opening hours are 8am to 6pm from Monday to Friday, for 51 weeks a year. There are 20 staff, including the cook and administrator. Of these, two hold qualified teacher status and 13 staff hold a relevant childcare qualification at level 2 or level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language.

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