

Inspection date	11 December 2018
Previous inspection date	30 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Staff know children well and are attentive to their needs. They use children's interests to plan exciting activities. Staff use observation and assessment to identify gaps in children's development. They help them achieve their next stage of learning.
- The key-person system ensures parents get consistent feedback. Parents comment that children are well cared for, happy and emotionally secure.
- Children play in a good-quality environment with well-maintained resources and equipment. They explore and investigate using all their senses. For example, babies enjoy learning about shapes and textures. They explore a range of natural objects made from different materials, such as wood and metal.
- Children join in enthusiastically with stories. They are curious about books and the reading area is comfortable and well used. Staff support children to engage with books through incisive questioning.
- Mealtimes are sociable occasions. Children and staff eat appetising food together. They talk about healthy eating, exercise and a range of other topics. Children improve their speaking skills and learn good table manners.
- Most staff successfully support children's learning. There are several strong role models within the staff team. They demonstrate good-quality teaching to others. As a result, teaching practice is improving, overall. However, some staff need additional support to self-evaluate their professional practice.
- The nursery maintains and sometimes exceeds legal staff ratio requirements. It is a calm and positive learning environment most of the day. However, current deployment does not always result in a relaxed and calm environment for toddlers at sleep time. As a result, children can take a long time to settle.

What the setting needs to do to improve further

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

- help staff to recognise where and how they can improve to raise overall quality of teaching practice across the nursery
- review staff deployment at sleep time to create a calm, restful environment and support children's daily routine.

Inspection activities

- The inspector viewed all areas of the nursery that are accessible to children.
- The inspector observed children at play and their interactions with staff.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector spoke to several parents, staff and children and took account of their views.
- The inspector sampled records and documents, including policies and procedures, information used to determine staff suitability, and children's records.

Inspector

Trina Lynskey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to report any concerns they might have about children in their care. The manager and her team developed an action plan to address the actions raised in the last inspection. Thoughtful changes to the environment and better communication with parents have a positive effect on children's learning. The manager regularly revisits the action plan to drive improvement across the nursery. Planning and assessment processes use children's interests to further their development. There is a regular timetable of staff supervision and appraisal. Staff who identify areas for professional development receive further support or training. This raises the overall standard of teaching. The manager initiates strong partnerships with external agencies. Successful interventions to support children, especially those who have special educational needs and/or disabilities (SEND), are in place. As a result, all children, including those with SEND, make good progress from their starting points.

Quality of teaching, learning and assessment is good

Parents comment on significant improvements to communication since the last inspection. They receive guidance to successfully progress children's learning and development at home. Teaching is good overall. Baby room staff sit alongside children, making eye contact and modelling language. Children splash at the water tray, make play dough and use their hands to explore wet sand. Staff support messy play with mathematical language and concepts. A member of staff undertakes focused work with small groups of pre-school children. This includes memory, role play, story and matching activities. As a result, children make rapid advances in their communication abilities. Observation and assessment arrangements across the nursery are effective. Staff use accurate information about children to provide challenging and stimulating activities.

Personal development, behaviour and welfare are good

Children enjoy healthy snacks and learn about healthy eating. Children of all ages get plenty of opportunities to play outside in the large garden. They develop their own games without adult intervention. For example, a group of pre-school children initiate a traffic light game. They follow the commands of one child as they move freely around the garden. Children take responsibility for their safety. They wear high-visibility vests and use clipboards to risk assess the outdoor space. Children learn about similarities and differences in the wider world. For instance, they explore skin tone, eye colour and hair texture in self-portraits and portraits of others. Children develop strong, positive relationships with their peers. They help, comfort and support each other.

Outcomes for children are good

All children, including those with SEND, are busy and engaged in purposeful play. All children make rapid progress in relation to their starting points. Most children exceed expected levels of development for their age. Children gain independence and manage their own self-care. They take personal responsibility for handwashing, toileting, and drinking water. They learn to put on coats and fasten shoes. Children behave well and can confidently express their ideas and preferences. Children gain the skills necessary to help them to prepare for their future learning, including moving on to school.

Setting details

Unique reference number	EY411292
Local authority	Lambeth
Inspection number	10080342
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	42
Name of registered person	Bascule Ltd
Registered person unique reference number	RP906116
Date of previous inspection	30 January 2018
Telephone number	02087610770

Nelly's Nursery registered in 2010. It operates in West Dulwich in the London Borough of Lambeth. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or 3, and one holds early years professional status. The manager holds a qualification at level 5. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery receives funding for the provision of free early education to three- and four-year-old children.

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