

Inspection of Village Nurseries Ltd

Ravensworth Road, London SE9 4LW

Inspection date: 23 February 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at the setting. They rush up the ramp ready to begin their day's learning. Children understand the routines upon arrival: they independently hang up their coats and bags and go to wash their hands. Children happily settle at an activity. Children show high levels of engagement. The setting has high expectations of children. They encourage them to be independent and persevere with difficult tasks. Staff are quick to offer children praise and encouragement, which helps them to develop positive self-esteem. The behaviour of children is good. They help to design rules for the setting, such as 'walking feet inside', that help keep them safe and learn to understand risk taking. If children display unwanted behaviour such as throwing equipment, they are quickly reminded by staff why this is not acceptable.

All children's achievements are celebrated. An achievement tree allows children to see their achievements displayed. Children feel a sense of pride at this and grow in confidence.

Children who have special educational needs and/or disabilities (SEND) are extremely well supported. The setting works in partnerships with other agencies to ensure that children have access to the support needed. The setting supports families and provides regular updates about children's learning and progress. The curriculum is designed to ensure that all children benefit from a range of experiences that enhance their learning.

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

- Staff know their children well, and there is an effective key person system in place. Staff can clearly communicate the progress children have made from their starting points. The curriculum is carefully planned to ensure all children make good progress and it identifies those who may need extra support.
- The setting provides children with a language-rich environment. The promotion of early communication is threaded through each activity and experience. Staff use sign language to help promote communication to those with speech and language delay. However, there are times when staff do not allow enough time and space for children to answer questions. This limits children's opportunities to use new language in a purposeful manner.
- Children's emotional well-being is well supported. Staff recognise the impact the Covid-19 pandemic has had on children's mental health. A calming space has been created within the nursery where children can go if they need some quiet time. The space shows pictures of breathing exercises children can do to regulate their feelings. Staff approach children with kindness and are quick to offer cuddles and reassurance when needed.
- Staff talk to children about managing their emotions. Activities promote discussions around different types of emotions. Children are encouraged to have

empathy for others and think how their actions may make others feel. Children talk about what makes them happy or sad, and they use these skills to engage positively with each other. There are occasions, however, when conflict arises. When this happens, staff are quick to step in and children are not always supported to begin to manage conflict independently.

- Children learn how to keep themselves healthy. Staff use a range of activities to teach children about healthy eating. Snack time gives children the opportunity to try a variety of fruits and vegetables. Children have the opportunity to be physically active using the spacious nursery garden and adjoining school facilities. Staff support children's oral health through providing packs and toothbrushes to parents.
- Diversity is promoted well. Children's home languages are displayed within the setting, ensuring that everyone has a sense of belonging. The setting celebrates festivals and events that are important to children and families. Children learn to respect the opinions of others.
- Partnership with parents is strong. Communication is a strength and parents feel well informed and supported. During the COVID-19 pandemic, the setting has ensured parents remain involved in their children's learning. Several projects were sent home with resource packs for parents and children to complete activities together. Staff hold regular meetings with parents to update them about their children's learning and development.
- Leaders and managers have a clear vision for the setting. They ensure staff are well supported through regular supervision and training. The manager is reflective in her practice and regularly communicates feedback from parents.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers within the setting ensure that all staff attend regular safeguarding training. This ensures that staff understand their responsibilities towards protecting children from harm or abuse. Staff clearly understand the reporting procedures in place. They are clear on the need to whistle-blow if they have concerns about colleagues. The setting regularly risk assesses the environment to ensure that it is safe for children. All staff have knowledge of the 'Prevent' duty and recognise the importance of being aware of those who may be vulnerable. The setting shares with parents how to keep their children safe online.

What does the setting need to do to improve?

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

- teach children to begin to resolve conflict independently
- ensure all staff are consistent in allowing children time and space to answer questions to further develop their language skills

Setting details

Unique reference number	EY392835
Local authority	Bromley
Inspection number	10128480
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	23
Name of registered person	Village Nurseries Limited
Registered person unique reference number	RP910006
Telephone number	07976 552445
Date of previous inspection	7 May 2015

Information about this early years setting

The Village Nurseries Ltd operates from a building set in the grounds of Mottingham Primary School, within Mottingham, in the London Borough of Bromley. The pre-school is open on weekdays, from 9am until 12 noon, during term time. The nursery receives early education funding for three- and four-year-old children. The nursery employs six members of staff, of whom three hold an appropriate early years qualification.

Information about this inspection

Inspector

Natalie O'Leary

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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