

Mother Goose Nursery

34 Waveney Avenue, London, SE15 3UE



Inspection date	2 August 2016
Previous inspection date	30 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children enjoy exploring interesting activities outside. For example, they excitedly examine a snail and hunt for bugs in the garden. They thoroughly enjoy making pretend hot chocolate in the mud kitchen. Children develop their physical skills; for instance, they learn to use a range of play tools and resources, such as spades and forks, to help support their play.
- Staff teach well. They provide good opportunities for children to learn to make a positive contribution to daily routines. Staff regularly check children's progress and identify any children needing extra help.
- Older children develop their creativity. For example, they sit in crates and pretend to row a boat. They pretend to see a shark and they suggest that they stand up to row even faster. Children enjoy what they do and make good progress in their learning.
- Self-evaluation is effective. The manager and the staff team work well together and have significantly improved provision since the last inspection. They reflect on the strengths and weaknesses of the practice to identify further improvements.

It is not yet outstanding because:

- Young children do not always use their early mark making skills effectively.
- Staff miss some opportunities to help quieter children take part in conversations to help develop their communication skills.

What the setting needs to do to improve further

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

- ensure that young children have enough opportunities to explore their early mark making skills in effective ways
- help those children who may be quieter to develop their communication skills more effectively to aid their learning.

Inspection activities

- The inspector observed children and their interactions with staff.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the staff at appropriate times.
- The inspector took account of the views of parents and children.
- The inspector viewed a sample of documents, including children's learning records and the setting's policies and procedures.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The lead practitioner for child protection has had relevant training and has developed appropriate policies and procedures in line with the local authority guidelines. Staff understand how to identify and refer concerns about children's welfare. The manager has overseen significant improvements since the last inspection. She checks staff performance regularly. Staff have strengthened the observation, assessment and planning process of children, with a sharper focus on their individual learning styles. The manager checks children's overall progress effectively to help identify any slowing of their development. She works in close partnership with professionals to help plan for children who have special educational needs. She establishes close links with local schools to help enable a smooth transfer for children who move to school.

Quality of teaching, learning and assessment is good

Staff create interesting opportunities for older children to take a lead during activities, which helps to build on their confidence. They play a game where children create structures with magnetic shapes and the staff copy what they do and create a similar construction. Staff show children how to be 'a thinker' and they motivate children to contribute their ideas to help tackle challenges. For example, they discuss why a construction is falling apart and children suggest adding one more piece 'to make it balance'. Children are helped to explore actions that have an effect. For example, they place a toy vehicle at the top of their play car park and follow it with their eyes as it slides down to the bottom. This helps them understand how things happen or work.

Personal development, behaviour and welfare are good

Staff work in close partnership with parents to help meet the emotional needs of children when they start at the nursery and to settle them in smoothly. For example, they use family photographs to help initiate discussions with children. Staff encourage young children's independence during routine activities; they learn to feed themselves at mealtimes. Children learn to take appropriate risk. They ride wheeled toys down a gentle slope and learn the need to put their feet on the ground to slow down.

Outcomes for children are good

Young children develop most aspects of their communication and language skills; staff speak clearly to children as they play. Children develop their listening skills, for example, they follow simple instructions as they set up a play picnic. Older children develop their early literacy skills and they display an understanding of letter sounds. Children make good progress and develop skills that help prepare them for their move to school.

Setting details

Unique reference number	EY440780
Local authority	Southwark
Inspection number	1055339
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 - 5
Total number of places	35
Number of children on roll	46
Name of registered person	Purple Jay Ltd
Registered person unique reference number	RP902373
Date of previous inspection	30 March 2016
Telephone number	02072775951

Mother Goose Nursery registered in 2012. The nursery is in Nunhead, in the London Borough of Southwark. The nursery operates from 7.30am to 6.30pm, Monday to Friday, throughout the year. Children aged three and four years are in receipt of nursery education funding. The nursery employs nine staff to work with the children. Two staff, including the manager, have relevant qualifications at level 4, four have qualifications at level 3, and two members of staff have qualifications at level 2.

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