

Inspection of Leo's Den Nursery

37 Law Street, LONDON SE1 4DZ

Inspection date: 5 January 2023

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and nurturing nursery. They arrive with big smiles and confidently separate from their parents, eager for the day ahead. Children show that they have developed good bonds with the caring staff. For instance, babies and toddlers look to staff for cuddles if they are tired or need reassurance. Older children are keen to share their ideas with staff and involve them in their play. Children enjoy playing together and develop good friendships. They are confident to express their opinions and make choices about what they want to do.

Managers and staff want the best for all children. They get to know them well from the start and provide attentive care and focused learning opportunities. Children happily participate in the various activities and demonstrate positive attitudes to their learning. For example, babies are curious to discover how to open and close containers. They explore how to fit different-sized items inside and persevere until they have worked out problems for themselves. Children focus intently as they look at books independently or listen to stories read by adults. They show that they know their favourite books exceedingly well as they join in with repeated phrases and anticipate what will happen next.

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

- Managers regularly review the provision and speak enthusiastically about recent developments and future plans. They seek feedback from parents, staff and children to help them deliver an ambitious curriculum for children. For example, in response to children's comments, they have provided more challenging opportunities for climbing and physical play.
- Staff observe children closely and use what they know to plan varied learning experiences. They identify where children may need additional support and use effective strategies to help close any gaps in their learning. This enables all children, including children who receive funding, to make good progress from their starting points.
- The nursery is inclusive and welcomes staff and families from a diverse range of backgrounds. Staff value children's individuality and encourage them to share their experiences from home. Children happily celebrate special events, such as an 'international day', with staff and their parents. This helps to promote their interest and respect for different people and communities.
- Children are keen to join in with activities and clearly enjoy their learning. For example, pre-school children thoughtfully estimate how many toy animals they have collected. They check by carefully counting and then eagerly finding the corresponding numeral as they share their findings with staff.
- Staff promote children's speaking and listening well. For example, they engage children in a wide range of stories, songs and conversations throughout the day.

Where children are still developing their speech, staff simplify language and use signs and picture cards to help with communication. Consequently, children, including children who speak English as an additional language, learn to express themselves confidently.

- Children are friendly, sociable and generally behave well. However, some staff do not provide consistent guidance to help children understand expectations and begin to regulate their behaviour more effectively. Therefore, occasionally, routines and activities for toddlers and pre-school children are disrupted because children are not sure of what to do.
- There is a good focus on healthy lifestyles for children. Staff encourage children's interest in healthy foods, such as by growing vegetables and herbs in the nursery garden. The nursery provides nutritious meals for children, and routines include lots of outdoor play. Children enjoy plenty of fun ways to be active and keep fit. For example, they visit a local park and participate in organised sports and movement sessions.
- Staff encourage children to be independent and teach them how to manage their own personal care needs. For example, children learn to wash their hands, serve themselves and use cutlery at mealtimes.
- Parents are very happy with the service provided and describe staff as 'the cream of the crop'. They praise the excellent care that their children receive. For example, parents are reassured that staff are trained to deal with children's specific medical needs. Parents say that staff keep them well informed of their children's development and provide useful ideas to help them continue their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers understand their safeguarding responsibilities well. They, along with staff, undertake regular training to keep their safeguarding knowledge up to date. Managers and staff are aware of the signs of abuse and know the procedures to follow if they become concerned about a child's welfare. They understand their duty to report concerns or allegations about adults working with children. Staff identify and minimise potential risks, indoors and outdoors, to maintain a safe and secure environment. The robust recruitment procedures and ongoing checks help to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support all staff to provide children with clear and consistent boundaries that help them to understand expectations and moderate their behaviour.

Setting details

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| Unique reference number | EY382828 |
| Local authority | Southwark |
| Inspection number | 10235257 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 64 |
| Number of children on roll | 70 |
| Name of registered person | Success Associates Ltd |
| Registered person unique reference number | RP528533 |
| Telephone number | 0207 403 4484 |
| Date of previous inspection | 22 February 2017 |

Information about this early years setting

Leo's Den Nursery registered in 2009 and is located in the London Borough of Southwark. The nursery is open each weekday, from 7.45am until 6.30pm, for 52 weeks of the year. The nursery employs 24 members of staff. Of these, 21 hold childcare qualifications ranging from level 2 to level 6. The nursery offers funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 quality manager showed the inspector around the nursery premises, and she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The managers met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.

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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