

Inspection of Growing Beans Norbury Nursery

1516 London Road, Former Norbury Police Station, Norbury, London SW16 4ES

Inspection date: 29 October 2024

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

Leaders implement an ambitious curriculum consistently throughout the setting, which offers children opportunities in all areas of learning. For example, staff teach children the colours of different fruits and how people use pans to cook. They relate new learning to children's past experiences, such as when they talk about the animals that children have seen in the farm. This helps children to recall and consolidate their own learning. Children use their creative skills to make their own art with staff's encouragement and support. They glue different materials and use rolling pins to flatten play dough on the table.

Leaders and staff have a good knowledge about children. They put appropriate arrangements in place to meet children's care and dietary needs. Staff talk to children about how to stay healthy and safe. For instance, they talk about the risks of a slippery floor and the benefits of each food type. Staff take children to the local community to teach them about the different aspects of the community they live in. This helps children to gain an understanding of the world around them. Staff are caring and settle children well. They offer comfort and reassurance if children are upset. This supports children's emotional well-being and helps them to build positive relationships.

Staff teach children about the expectations and boundaries for their behaviour. They talk to children about being kind and taking turns when they play. Staff praise children when they listen and follow instructions. This helps children to feel proud of themselves and understand what is expected of them. As a result, children behave well.

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

- Leaders are clear about the curriculum they offer and understand how children learn. They provide a learning environment that is rich and ambitious for all children. Staff offer activities that meet children's needs and keep them interested in what is happening. For example, as children explore measuring tapes, staff talk to them about specific concepts, such as long and short. Therefore, children remain engaged in their play and extend their learning.
- Staff are aware of each child's progress and next steps in development. They plan activities with these in mind. For example, young babies practise their walking skills with the help of staff, while older children exercise their hand muscles through filling and emptying containers. However, even though teaching is mostly effective, there are times when less-confident or quiet children can be overlooked during group activities. Despite this, children show good progress in their learning.
- Staff support children's language well. They use a range of ways to

communicate with children to help them to improve their vocabulary and understanding. For example, they ask open-ended questions, make comments about what children are doing and repeat words and their sounds. Staff encourage children's attempts to do the actions in songs and ask questions about the characters books. This extends children's vocabularies and helps them to become competent communicators.

- Staff help children to understand their feelings and give them opportunities to express themselves. They allow children enough time to process how they feel and support them to identify their emotions. Therefore, children are generally confident to tell staff how they feel. Staff encourage children to be independent and take part in daily tasks. For example, older children serve their own food and scrape their plates once finished. This helps them to build their confidence in doing things by themselves.
- Routines are clear and predictable. Children follow routines well and know what is happening at each moment. However, on occasion, transition waiting times can be too long for the ages of children. For example, at lunchtime, children wait for all the other children to sit down at the table before they can start eating. As a result, they become restless and disengaged.
- Partnership with parents is effective. Staff collect initial and ongoing information from parents and use it effectively to support children's needs, specifically during settling-in periods. Parents say they appreciate the support they have received since their children joined the setting and highlight staff's warmth and caring skills. Parents are happy with the levels of communication with the setting and are aware of their children's progress.
- Leaders reflect and identify areas for improvement. They set actions to address any weaknesses in the setting and plan supervision meetings to improve practice. Staff feel well supported and mention the good environment and teamwork as something to celebrate in the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to consistently engage less-confident children in group activities to promote their participation and enhance their learning and development
- consider how routine waiting times are organised in order to meet children's needs.

Setting details

Unique reference number	2563294
Local authority	Croydon
Inspection number	10362931
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	43
Number of children on roll	49
Name of registered person	Lucky Beans Childcare Limited
Registered person unique reference number	RP561210
Telephone number	0208 623 1877
Date of previous inspection	11 August 2022

Information about this early years setting

Growing Beans Norbury Nursery registered in 2019 and is located in the London Borough of Croydon. The setting is open from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The setting employs 11 members of staff. Of these, seven staff hold recognised early years qualifications. The setting provides government funded childcare.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- The manager and inspector discussed how the curriculum is implemented and the impact that this has 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 setting.

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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