

Inspection of New Vision Day Nursery

126 Holburne Road, Greenwich, London SE3 8HT

Inspection date: 13 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff warmly greet children and their families on their arrival. There is a true sense of community and joy between staff and parents and carers. Children are keen to enter the caring and inclusive learning environment. They are happy and confident learners. Children form secure relationships with staff and build positive friendships with their peers. This helps them to develop their emotional well-being and feel safe and valued. Staff are highly nurturing and enthusiastic, and they create a respectful environment.

Leaders have worked extremely hard since the last inspection. They have engaged with the local authority to access support and guidance to improve the quality of care and learning experiences for children. Staff deliver an ambitious and sequenced curriculum that fully supports children's learning and development. All children make good progress from their starting points in development.

Staff are highly reflective and know children well. They plan activities based on children's interests, and this supports children's engagement. For example, children develop their creative skills as they excitedly paint their hands to make handprints. They use their imaginations as they spend time 'cooking' in the role play area. Staff have high expectations of children's behaviour, which is very good. Children have a strong understanding of the daily routines. For example, they know they need to wash their hands and take their shoes off when they arrive back to the setting after their trip to the park.

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

- Leaders strive for continuous improvement in the setting. They are dedicated in creating a strong team and are excellent role models to staff. Leaders prioritise staff's development through regular supervision sessions and team meetings. Leaders actively seek professional development opportunities to enhance staff's knowledge and practice. For example, staff comment that recent training around the role of the key person has been useful. Leaders carefully consider staff's well-being. Staff feel valued and supported. This contributes to the respectful and professional environment throughout the setting.
- Staff know children well. They accurately record children's starting points in development. Staff monitor children's development precisely. This allows staff to understand and plan for what children need to learn next. The support for children with special educational needs and/or disabilities is strong.
- Staff understand the importance of good communication skills, and children are confident communicators. Staff develop these skills through singing, storytelling and by engaging in ongoing conversations with children. Staff genuinely value what children have to say, and children confidently share ideas and opinions.

However, on some occasions, staff do not consistently extend children's learning during spontaneous conversations or when children make observations about their environment. This means they do not extend children's curiosity or thinking skills.

- Partnerships with parents are a key strength. Staff encourage parents to be involved in their children's learning, such as by providing books to share at home from the lending library. Parents appreciate the detailed feedback from staff, which provides a good insight into their children's time at the setting. Staff keep parents well informed about their child's progress through a variety of methods, including daily handovers, an electronic app and parents' evenings.
- Staff provide opportunities throughout the day for children to develop their independence. Children thoroughly enjoy doing things for themselves and for others. For example, children carefully serve their own food at lunchtime and clear their plates when they have finished. They take pride in being responsible for certain tasks in the setting. For example, children enjoy being the 'lunchtime' or 'water bottle' monitors.
- Staff provide children with lots of opportunities to progress their physical development. For example, they support children to develop their gross motor skills as they run, climb and balance during their trip to the park. Children show great enthusiasm for spending time outside in the large and exciting outdoor space in the setting. For example, they eagerly head to the mud kitchen to explore. Staff provide weekly football sessions to help children to further develop their coordination and listening skills.
- Leaders and staff are passionate and hard working. They are proud of the experiences they provide for all children to help them learn more about the world around them. For example, children have gained more knowledge about animals and nature, such as by visiting the local farm and celebrating 'World Bee Day'. Children understand how to keep themselves safe and develop their understanding of road safety during their walk to the local park.

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:

- strengthen how staff question and expand on what children say to follow children's observations and ideas and help them to develop their thinking skills further.

Setting details

Unique reference number	EY484506
Local authority	Greenwich
Inspection number	10373827
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	1 to 3
Total number of places	40
Number of children on roll	22
Name of registered person	New Vision Day Nursery Ltd
Registered person unique reference number	RP529439
Telephone number	0208 331 1505
Date of previous inspection	24 October 2024

Information about this early years setting

New Vision Day Nursery registered in 2015. It is located in the Shooters Hill area of the Royal Borough of Greenwich. The nursery is open each weekday, from 8am to 6pm, throughout the year. There are six members of childcare staff. The manager holds early years professional status. Other staff are qualified at level 2 and above, and two staff are unqualified. The nursery provides government-funded places for childcare.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the early years curriculum and the intentions for the children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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