

Inspection of Thames Reach Nursery and Pre-School

The Reach, Battery Road, London SE28 0NY

Inspection date: 14 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily enter this nursery at the beginning of the day, separating with ease from their parents and carers. Staff warmly welcome children by name, holding their hand or giving them a cuddle as they discuss what activity they might like to come and join.

Staff plan and implement a broad and ambitious curriculum that children are curious to engage with. Babies use tools to dig for treasure in the sand tray and pour cold scented teas as part of a tea party. Toddlers use different resources to make their own shakers. Pre-school children collaboratively play a game of bowling, taking turns and using their mathematics skills to work out who has knocked down the most skittles.

Staff are positive role models. Children thrive in an environment filled with praise and encouragement. They learn to be resilient and problem solve. As children finally manage to make cuts in paper after trying hard with scissors, they show immense pride in their achievements. They shout to members of staff to come and see, shouting 'I did it, I did cutting'.

Support for children with special educational needs and/or disabilities is excellent. Staff work in partnership with others involved in children's care and tailor the learning environment to ensure all children can access the curriculum on offer.

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

- Staff at the nursery know children well. Starting points are accurately recorded and children's development is closely tracked. This helps staff to clearly understand what children already know and what they need to learn next. Staff skilfully incorporate children's interests into learning experiences to ensure they are fully engaged in their play.
- The curriculum for communication and language is excellent. Babies are excited as staff begin to sing 'What's in the bag?', they crawl over shouting 'yay' and eagerly wait for their turn to take something out of the bag. Babies confidently join in with familiar nursery rhymes such as 'Twinkle Twinkle Little Star'. Children develop a love of stories, bringing books to staff and sitting on their laps to listen to them read. Children recall familiar refrains in stories, developing their vocabulary. Older children engage in meaningful conversations with staff, sharing their opinions and developing their ideas.
- Staff have clear learning intentions for children's development during small-group activities. However, they do not consistently plan effectively, and resources are not always ready and available at the start of activities. The quality of teaching varies depending on how close children are to the lead staff member

and when they join the activity. Some children miss valuable learning opportunities and do not receive the same level of interaction or support as their peers.

- Staff are passionate about providing opportunities that enhance the experiences of all children. They make good use of their local community. For example, following children's interests in boats and pirates, staff took children on a boat along the Thames. Children visit the supermarket to buy ingredients for cooking activities. Ahead of 'World Photography Day', children visited a camera shop to buy disposable cameras which they will use to take pictures of 'a day at nursery'. This will be followed up with another trip to develop the film so children can understand the whole process in developing photos.
- Routines within the nursery are well established, and children feel safe and secure. However, staff do not consistently plan the transition from play to lunch effectively. Children come in from the garden in groups but then wait for a sustained period until everyone is seated. This leads to restlessness and makes the start of lunch chaotic for children.
- Partnership with parents is a strength of the nursery. Parents speak highly of the warm and supportive atmosphere. Communication is highly effective, and parents feel well informed about their children's progress. Regular opportunities, such as stay-and-play sessions, enable parents to engage with their children's learning and support their development at home.
- Staff at the nursery feel well supported. The in-house academy supports all staff to continue their professional development through engagement in a range of training from apprenticeships through to leadership training for career progression.

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:

- review the organisation of small group activities with staff to ensure that all children can fully engage and receive the same quality of teaching
- strengthen the management of mealtimes in the pre-school room to minimise waiting times and ensure children benefit from a calm start to their lunch.

Setting details

Unique reference number	2736217
Local authority	Greenwich
Inspection number	10398656
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	0 to 4
Total number of places	74
Number of children on roll	89
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	02039888097
Date of previous inspection	Not applicable

Information about this early years setting

Thames Reach Nursery and Pre-School registered in 2023 and is situated in Thamesmead in the London Borough of Greenwich. The nursery is open from 8am to 6pm each weekday for 51 weeks of the year. There are 19 members of staff working in the nursery. Of these, 15 hold appropriate early years qualifications between level 2 and level 6. The nursery receives funding to provide free early education for eligible children.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The inspector viewed the nursery 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 their children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and area manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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