

Inspection of Nicki Day Nursery Ltd

Nicki Day Nursery, 190 Southampton Way, LONDON SE5 7EU

Inspection date: 13 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive early to the nursery. They are eager to meet their friends and start their day. They form strong bonds with their key person who knows their individual needs well. Parent partnership is strong and information regarding the child's development is gathered from the very beginning. This is used to ensure a smooth settling in and to plan a fun and stimulating curriculum in accordance with the children's individual needs and interests.

Staff know what it is that they want children to learn. They differentiate teaching methods to ensure that all children take part, providing a broad and inclusive approach. This includes children with special educational needs and/or disabilities. Children relish and develop in confidence and this helps children to make good progress.

Staff are positive role models so children show good manners and interact positively with their peers. They understand and follow the nursery's rules for behaviour and children behave well.

Staff support children's speech and communication skills through a range of fun and exciting activities and this is a key focus throughout the nursery. They introduce new language and know when to intervene to extend children's vocabulary. For instance, babies happily bounce and move side to side as they are introduced to musical instruments and nursery rhymes.

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

- Children benefit from regular opportunities to be physically active and play outdoors in the fresh air. The staff have worked hard to develop the outdoor space into an exciting and vibrant area with activities for all age groups to explore. Staff support children to lead positive lifestyles and help them to make healthy choices. They provide children with nutritious snacks and meals. Staff promote good oral hygiene and all children brush their teeth after mealtimes. This helps support their well-being and physical development.
- Staff observe children and carefully monitor their development and progress. This enables them to support children during their play. They quickly identify where children need additional support. Working with parents and outside agencies ensure children reach their full potential. While staff wait for advice and guidance, they initiate their own individual learning plans to help children to narrow gaps in their learning.
- Staff share daily updates and make suggestions on how parents can support learning at home on the online system. They provide verbal feedback to parents at the end of the day. Parents say that their children are happy at the nursery

and have good relationships with their key person.

- Children demonstrate excitement as they reenact favourite stories in fun and dynamic ways, moving around pretending to be jungle animals. Staff use lots of enthusiasm and different tones of voice as they read. This captures the children's interest and imagination and children take great delight in using scarves as an elephant's trunk or a tiger's tail in the story. This helps develop an interest in books and literacy.
- Managers implement regular supervision sessions to discuss any support staff require for their key children or themselves. They say they feel well supported and their well-being is highly regarded. This has a positive impact on the working environment in the nursery. Staff have access to regular training to further develop their practice and improve outcomes for children.
- Staff ensure the children are always supervised, both in and outdoors. They remind children about safety. For example, they know they must wait their turn and make an orderly line for the slide and move out of the way at the bottom, to prevent accidents from occurring. However, through the curriculum, staff are yet to broaden children's awareness and understanding of the importance of keeping themselves protected, when using technology to explore the world around them.

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:

- plan more effectively to enable children to foster a deeper understanding of the technological world in which they live.

Setting details

Unique reference number	EY287524
Local authority	Southwark
Inspection number	10372348
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 4
Total number of places	32
Number of children on roll	24
Name of registered person	Nicki Day Nursery Limited
Registered person unique reference number	RP907685
Telephone number	07944 472 205
Date of previous inspection	12 April 2019

Information about this early years setting

Nicki Day Nursery registered in 2004 in Camberwell, London. The nursery is open Monday to Friday, from 9am to 4pm. There are seven members of staff who work directly with the children, all of whom hold relevant early years qualifications. The nursery offers the government funded places for childcare.

Information about this inspection

Inspector
Emma Mizzi

Inspection activities

- The deputy 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 nominated individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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