

# Noddy's Nursery School

Inspection report for early years provision

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**Unique reference number** 123187  
**Inspection date** 19/10/2009  
**Inspector** Helen Deegan

**Setting address** Trinity Church Hall, Beaumont Road, London, SW19 6SP

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Noddy's Nursery School opened in 1985. It operates from a purpose built nursery located in a quiet residential road in Southfields in the London Borough of Wandsworth. The nursery serves the local and surrounding areas. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery is registered for 81 children aged under 8. There are currently 93 children in the early years age range on roll. This includes 15 children who are in receipt of nursery education funding. The nursery supports children who have learning difficulties and / or disabilities and children who speak English as an additional language. Children attend for full day sessions.

The nursery opens five days a week, all year round with the exception of a one week Christmas closure from 08:00 until 18:30.

There are 19 full time and six part time staff who work with the children. Of these 16 hold an early years qualification to at least level 2 and three are currently attending training. The setting receives support from the Early Years Development and Childcare Partnership.

The nursery follows the Montessori education method in the pre-school room.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are sufficiently supported by the caring staff team. Staff observe children's achievements but do not use the information effectively to plan for the next steps in their learning. Managers have not fully addressed weaknesses raised at the last inspection and current systems for ongoing evaluation of the provision are not sufficiently effective. The nursery actively promotes equality and diversity and children gain positive messages about the diversity within society as they play. Children are fully safeguarded within the nursery.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that an effective key person system is implemented in every group room and that key staff use the information gained from observations to plan for the next steps in children's learning (Organisation) 18/11/2009
- develop the storage and presentation of resources to enable all children to independently access a wide range of stimulating activities and ensure that routines do not result in children sitting for long periods of time 18/11/2009

- at adult led activities (Assessment arrangements)
- develop systems for the evaluation of the provision, in particular to identify weaknesses and set clear plans in place for improvement (Organisation)

18/11/2009

To further improve the early years provision the registered person should:

- develop the outdoor area to provide increased opportunities for children to explore and learn about the natural world.

## **The effectiveness of leadership and management of the early years provision**

Managers ensure that children are safeguarded within the nursery. Risk assessments are completed and all staff understand their responsibilities with regard to child protection. Managers follow a thorough vetting procedure for all new staff and provide an induction to explain the nursery's policies and procedures. A total 11 staff members have first aid training and appropriate health and safety policies are in place which further helps to ensure that children's safety is protected.

Managers do not currently have robust systems in place for the ongoing evaluation and improvement of the nursery. However they do informally evaluate and are currently planning to complete detailed self evaluation documentation. Recommendations made at the last inspection have not been fully addressed and some weaknesses have not been identified. For example, no key person system is in place in the older group rooms which is a breach of the requirements.

Monthly staff meetings are held. Staff have an annual appraisal and are encouraged and supported to attend ongoing training. Managers have obtained Investors In People status and there is good morale within the staff team.

Children gain positive messages about diversity as they play with a range of resources which reflect different race, culture, language, religion and ability. The older children gain an awareness of other languages as they participate in weekly French lessons. Staff obtain key words in children's home language for those who speak English as an additional language. This helps them communicate with the children so that they feel settled within the nursery. Children celebrate various religious festivals and parents sometimes contribute their own knowledge by carrying out activities such as cooking with the children. Managers have appropriate systems in place for working in partnership with other agencies such as special needs advisors as the need arises.

Managers are effective in promoting good communication with parents. Regular newsletters are produced, useful information is displayed and parents receive a progress report on their children each term. Parents and children are invited on an annual outing and a summer show and Christmas concert are also held. As children move into a new group room they are invited for an induction meeting

with their parents. Detailed information about their children is requested from parents which enables staff to fully meet their needs. Parents speak highly of the nursery and are happy with the provision.

## **The quality and standards of the early years provision and outcomes for children**

Children play in a safe, clean environment. The nursery premises offer some unique features such as a fake tree in one room with steps up to a raised play deck and a raised wooden climbing platform in the garden which is built around the trunks of three mature trees.

Older children enjoy playing with the practical life equipment such as pouring and filling and develop their self help skills and independence as they play. Younger children can choose activities from a selection set out by the staff each day, however most equipment is stored out of their reach so that their choices are limited. For example the home area in one room has no play food or crockery easily accessible and dressing up clothes are not on view, as a result children cannot play purposefully in this area. Older children participate enthusiastically in the weekly drama lesson, they smile and laugh as they pretend to go swimming. Children celebrate various religious festivals including activities such as food tasting and making collages. They enjoy outdoor play in the garden and staff set out a range of activities, however, the area lacks opportunities for children to learn about nature and explore the natural world. Older Children learn about size, shape and measurement as they play with the Montessori equipment such as the pink tower and broad stairs.

Children's health is supported by the varied and nutritious home cooked meals that are provided. They are reminded to wash their hands before eating and describe how they need to do this to get the germs off. Children generally behave well although at times when they are required to sit for long periods they lose concentration and have to be asked to be quiet. For example, story time follows immediately after lunch when the children have already been sitting for a long period.

Staff sit with the children at the activities and offer physical support and help. Some staff speak to the children with enthusiasm, contributing new language and asking age appropriate questions which encourage the children to think. However some staff lack skills in this area. Staff show warmth and kindness to the children and are quick to offer a cuddle to reassure them. When a baby became upset at lunch time, their key person immediately recognised that they were tired, fetched their favourite teddy and sat the child on her knee. The child calmed down very quickly. Staff speak positively to the children and praise their efforts and achievements which helps them feel confident within the setting.

Staff observe children's achievements and keep written records however effective use is not made of the information to plan for next steps in their learning and development. Play planning is very vague and does not provide any information

about learning intentions or particular children to focus on. Staff produce termly progress reports about the children for parents. They provide information daily about food intake, nappy changes and sleep times so that parents are well informed about how their child has been.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met