

Noddy's Nursery School

Trinity Church Hall, Beaumont Road, London, SW19 6SP

Inspection date	24/09/2012
Previous inspection date	19/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in all areas of learning because regular assessments of the children by staff are used to meet the individual needs of children effectively.
- Children are settled and happy because they form secure attachments to staff. Staff get to know children and their parents/carers well so that strong relationships are built which contribute to children's well-being effectively.
- Staff place high priority on children's safety. They have all received safeguarding training and use this information to afford good protection to children.
- Staff have up to date skills because there is a clear process to identify training needs. A designated training lead organises a variety of in-house and external courses to meet the training needs of staff. This serves to promote good outcomes for children.

It is not yet outstanding because

- The environment for babies under two years of age is not yet developed fully which means that babies have limited opportunities to explore natural materials using their senses.
- The system for monitoring of the educational programme does not fully identify areas for improvement in the learning and development of babies under two years of age.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the six play rooms and viewed the outdoor learning environment.
- The inspector completed a joint observation with the manager in the pre-school room.
- The inspector held a meeting with the owner, manager and deputy of the nursery.
- The inspector checked planning and children's assessment records.
- The inspector spoke to parents about their views of the nursery and took their views into account on the day.

Inspector

Jennifer Beckles

Full Report

Information about 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 years. There are currently 79 children in the early years age range

on roll. The nursery supports children who speak English as an additional language. Children attend for full day sessions. It opens five days a week, all year round from 8am until 6.30pm with the exception of a one week Christmas closure. There are 19 staff who work with the children. Of these 18 are qualified to level 3 or above and one member of staff holds the Early Years Professional Status. The nursery employs a full-time chef and several housekeepers. The nursery receives support from the local authority Early Years department. The nursery follows the Montessori education method combined with learning through play in the pre-school room.

What the setting needs to do to improve further

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

- develop further an environment which invites responses from babies, for example, using natural resources to stimulate the senses
- develop further monitoring of the educational programme, in particular the programme of learning for children under two years of age.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in the prime areas of learning from average starting points. For example, children develop good understanding of stories and develop effective listening and speaking skills because staff make skilful use of story telling through puppets, books and role play. This good work is supported by the fact that staff are trained in the 'Every child a talker' programme and they use their knowledge well to promote good outcomes for children.

Staff use a range of strategies to support children who learn English as an additional language, including use of visual resources. They also learn key words in a child's home language and incorporate this into child's play. This approach, along with regular assessments and individual planning, enables children who learn English as an additional language to make good progress.

Children develop the right skills and attitudes for the next stage in their learning because staff used good teaching techniques to develop their self-confidence and self-awareness. For instance, staff use dolls representing different emotions to encourage children to talk about their feelings so that they become more aware of themselves.

As children get older, staff provide more group led activities so that children learn to focus for longer time periods and concentrate on specific outcomes. Children in the pre-school

room recognise their names confidently as they arrive for registration in the mornings. Staff make timely interventions as children play with model dinosaurs by encouraging them to find matching pairs and to add or take away one dinosaur from a group. In addition to these teaching strategies, staff follow children's lead and interests. For instance, as children choose to heap scoopfuls of damp sand into buckets to make 'birthday cakes', adults extend their learning by counting and discussing the number of scoops needed to make a cake. Staff give children time to think as they ask questions during group discussion which enable children to respond to the best of their ability. Children enjoy expressive media through weekly drama and music sessions taught by specialist teachers.

Babies learn to become more independent as they explore their environment and select a range of resources from low level storage units. They practise their physical skills as they climb up, over and under cushioned gym apparatus. Older children are physically challenged by a large wooden climbing frame in the outdoor area. They enjoy weekly rugby lessons that support coordination skills. Children develop a good range of physical skills as they ride bikes, balance along beams and aim skilfully at skittles.

Staff plan a broad and deep curriculum because they use knowledge gained from recent training to base plans around the seven areas of learning. Children's learning is enhanced by trips to zoos, farms, royal gardens, and theatres. However, the environment in some of the baby rooms lack natural resources to stimulate the senses. This means that babies have limited opportunities to use their senses fully to explore, smell, touch and feel.

Children are regularly assessed through observations, tracking, work sampling and summative assessments. Staff use this information to plan effectively to meet the individual needs of children. Weekly plans indicate individual goals for children from which staff devise a broad range of interesting, stimulating and challenging activities to meet their needs. These individual plans support all children to make good progress, including children who learn English as an additional language or any child who needs additional support. Plans are in progress for checks for two year olds which will cover the prime areas of learning and provide details on any support plans for children. The nursery works closely with the local authority to provide advice in this area.

Parents are kept well informed of their child's progress. Every eight weeks, they receive learning journeys which are collections of photographs, artwork, and assessment notes illustrating children's achievements. Parents complete comment sheets in learning journeys so that they can share information with staff on their child's development. This two way flow of information helps parents to contribute to their child's learning and care.

The contribution of the early years provision to the well-being of children

Staff have close, warm relationships with children in their care. This is enabled by a key person system in all group rooms. Staff develop personalised care and learning for babies which helps them to feel safe, happy and challenged. Children's feelings of security are further supported by highly appropriate, familiar routines.

Children explore and use their environment confidently because staff take care to ensure that it is safe and clean. Children use their environment and equipment safely, for instance, they walk indoors and sit down when eating food and understand why they need to do so. Children show growing signs of independence; younger children feed themselves ably while older children use the bathroom independently. All older children know to wash their hands at appropriate times, while younger children are supported by adults.

Babies are cared for sensitively; nappy changes are undertaken in privacy. Staff talk gently to babies about the routine while babies observe colourful hanging mobiles. Hygiene is of a good standard. Mats are cleaned and gloves worn for each nappy change. Babies' milk is prepared hygienically by the housekeeper in a well-equipped milk kitchen.

Children eat well and healthily. A full-time chef cooks hearty, homemade food based on children's preferences and nutritional value. Staff talk to children about the benefits of eating different types of vegetables and fruits. Special dietary needs are catered for efficiently and effectively. A large garden equipped with a good range of large and small equipment and a separate smaller garden for babies provide children with opportunities for daily fresh air and exercise.

Children who are due to start school are prepared well because staff have good links with teachers of local schools. They discuss school routines with the children so that they settle readily. Within the nursery, children spend time in their new group room with their new key person before moving up. This helps them to settle well because they get to know their key person and the environment.

Staff provide a good range of activities and resources to promote children's well-being effectively. For example, group discussion is used well to encourage children to talk about their feelings and develop self-awareness. Weekly, fun, drama sessions run by a specialist teacher help children to develop self-confidence and social skills. Children behave well and treat each other with respect. Staff have high expectations of behaviour and promote good manners. They use praise to promote good behaviour and offer explanations for why certain behaviour is unacceptable. Staff use distraction techniques for younger children.

Staff encourage children to respect each other's differences by talking about different cultures and ways of life during group discussions. They discuss and celebrate significant cultural events with the children, such as Chinese New Year. There is a good range of multicultural resources that encourage children to learn about and accept difference.

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

Safety is a high priority to the nursery. All policies and procedures have been updated and implemented to reflect current requirements. All staff have had safeguarding training to reflect the reformed framework requirements. As part of quality assurance, the manager sets regular safeguarding quizzes to test staff knowledge. Staff are thoroughly assessed as

being suitable to work with children because they undergo a rigorous vetting process.

Overall, the provider monitors the education programme and assessment well. She liaises closely with the nursery manager and deputy manager to review educational programmes and ways that children are assessed. The provider has a clear idea of how children are progressing because she reads each child's learning journey. If there are concerns about progress for individuals or groups of children, the provider would liaise with the manager/special educational needs coordinator for the nursery to put a plan of intervention in place. However, monitoring of the provision in the rooms for children under two years of age is not fully developed. This means that the nursery may not be fully aware of how to improve the provision.

Staff are supervised well and issues of underperformance are identified and resolved effectively. The manager and the provider spend time regularly in group rooms to observe practice. They supervise staff by meeting with them to offer support where needed and to deal with any issues of underperformance. All staff receive a summary of supervision after meeting with the manager.

Training needs are identified and recorded well through periodic appraisals. For example, a member of staff has been trained in the 'Every child a talker' programme and has cascaded information down to staff on best practice in communication, language and literacy. This has had a good impact on children's development in communication, language and literacy. Professional development is a high priority for the nursery. The nursery has a designated training officer to organise a wide range of relevant courses for staff to attend. This helps to ensure that staff have the right skills to promote good outcomes for children.

The nursery values the contribution that parents bring to their child's learning. Regular coffee mornings and parents' evenings enable parents to exchange information on their child's development. Partnership work with the early years department of the local authority is well established and used for advice and information. The nursery is aware of the need to work in partnership with local community health professionals for any identified intervention work for children who have special educational needs and/disabilities. The designated special educational needs coordinator is aware of the importance of good communication between other professionals and parents to devise relevant individual plans for children.

The nursery has a good awareness of its strengths and areas for development. It has identified clear priorities for future development in the nursery's improvement plan. For instance, it plans to develop further the outdoor area to promote excellent learning outcomes for children. The nursery has met previous actions and recommendations. For example, a key person system is in place in all group rooms and children are settled and happy. This means that the nursery has good capacity to improve the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	123187
Local authority	Wandsworth
Inspection number	813659
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	81
Number of children on roll	79
Name of provider	Sarah Edwards and Christine Munro
Date of previous inspection	19/10/2009
Telephone number	02087859191

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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