

# Nurture SW19

71 Pelham Road, Wimbledon, LONDON, SW19 1NX

## Inspection date

Previous inspection date

10/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a highly stimulating environment. For example, children are able to use a sensory room and enjoy creating collages in the outside area using natural materials. Young children engage in innovative games devised by staff.
- Staff give high priority to children's physical security using an effective range of strategies to keep them safe and secure.
- Practitioners effectively help children to become independent, particularly in self-care skills.
- Effective systems are in place for performance management and the continuous professional development of staff.
- Partnerships are strong and parents opinions and views are welcomed and successfully acted on. They have access to lots of useful information about the pre-school

### It is not yet outstanding because

- The key person system in the baby room is not currently fully effective as there is no buddy system in place to further support children.

## 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.

## Inspection activities

- The inspector spent time observing staff practice and children's activities in the baby room, toddler room, lower preschool room, preschool room and the outdoor area.
- Children's information, development records and attendance records were sampled.  
The inspector held discussions with the manager, staff and registered person.
- Discussion was also held with the designated officer for safeguarding and the policy sampled.
- Parents' views were gathered through discussion during the visit.

## Inspector

Jacqueline Walter

## Full Report

### Information about the setting

Nurture SW19 registered in 2012. It is part of Nurture Day Nurseries Ltd and operates over three floors of a commercial house in Wimbledon, within the London Borough of Merton. All children have access to a fully enclosed outdoor play area. Children attending are from local and surrounding communities.

The nursery is registered on the Early Years Register. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year apart from bank holidays. There are currently

60 children attending in the early years age range. The setting supports children who speak English as a second language. The provision employs 12 members of staff. All of the staff holds appropriate early years qualifications. The manager holds Early Years Professional Status. The setting receives support from the local early year's advisory team.

### **What the setting needs to do to improve further**

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

- strengthen the key person system in the baby room to further support children in making secure attachments in the absence of their key person.

### **Inspection judgements**

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

Staff provide a welcoming, child-friendly environment where a good range of stimulating, good quality equipment and some innovative activities effectively challenge children. Staff are caring, enthusiastic and use good teaching techniques. These have a positive impact on children's learning and development, so that children make good progress overall. For example, they use additional resources in group singing times, such as finger puppets. This stimulates children's interests and enables them to link actions with words. Children clearly enjoy learning through play. Toddlers are keen to investigate the resources and enjoy beginning to engage in role-play opportunities. Young children also insist on staying in the book corner after a group story-time. Here, they develop good skills in handling books and thoroughly enjoy making the sounds of words as they point to the pictures they see.

Staff interact and support children's learning in all rooms well. They extend young children's language effectively by introducing and repeating words. They use open-ended questions with older children. For example, when children are making an autumn collage they ask "Why do you think leaves fall from trees?" This in turn, encourages children to, think and use speech to communicate.

Children develop gaining good coordination skills during a variety of activities. They enjoy running about collecting leaves in the outside play area and are skilful in avoiding other children who run across in front of them. They also use paintbrushes competently when creating their autumn pictures. They enjoy learning about shape and experimenting with colour through mixing paint on the paper.

Overall, the staff know the children well and use information from observation in most rooms effectively to ensure that children achieve as much as they can. They find out children's starting points successfully through parents completing 'All about Me' booklets, as well as an additional detailed questionnaire. These and further regular observations of children successfully identify children's achievements and their next steps in learning. Staff use this information as well as children's interests to inform weekly planning regarding all areas of learning. Staff are fully aware of the requirements regarding the two year old progress check and have started to implement systems to ensure this is conducted as required. Parents are fully involved with their children's learning and development. For instance they share information on their children's interests and events at home and they have forms to complete for observations at home.

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

Children make a positive contribution and are developing good independence skills particularly in self-care. They make choices regarding what they wish to eat and confidently serve themselves food at meal times. Children are forming good positive relationships and demonstrate security. They share things they find funny with staff and younger children use body language effectively to make known their wants and needs. Children demonstrate a strong sense of belonging. They are familiar with routines and are happy and settled and generally display confidence and self-esteem in all the rooms. Although babies demonstrate that they feel secure, at times not all staff know their specific abilities. For example, whether they can feed themselves with finger food. This is because the key person system has not been strengthened to include a 'buddy', who also knows each child in depth, in the absence of their key person.

Staff take very positive steps to promote the physical safety of children. For example, thorough risk assessments are regularly conducted and recorded regarding all areas of the provision. Staff give high priority to children's security. A buzzer entry system is in place; staff display notices advising parents not to admit visitors. They also have access to an emergency button. This raises the alarm at both the local police station and in the manager's office.

Children are developing a good understanding of keeping themselves safe. In addition to their understanding of safety developing well through discussion and daily routines, they participate in regular evacuation drills. There is a strong emphasis on healthy lifestyles. Detailed medication and accident records are in place, which means that children receive medication very safely. The children are active and enjoy two daily outdoor sessions and a good range of challenging equipment, such as climbing ropes and balancing equipment. This increases their understanding about the importance of regular exercise.

Effective strategies are in place to promote good behaviour management. Staff are good role models and use lots of praise and encouragement. They sensitively deal with inappropriate behaviour. For example, they explain to children the reasons why they cannot stand in front of the book during story times. Consequently, children behave well and are starting to consider others. Children engage in a good range of activities that

enable them to recognise their own unique qualities and a positive sense of identity. For example, they share their home languages allowing both the staff and the children to create multicultural displays.

Staff successfully help children to prepare for transition to their schools. Local school teachers are able to visit the setting and children are able to visit their new school with staff from nursery.

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

Arrangements for safeguarding children's well-being are well established and effective. The registered person works well with the manager using robust procedures to appoint staff who are suitable to work with children. For example, candidates complete a task at their interview to fully demonstrate their knowledge and skills. The manager places high priority on protecting children's welfare and staff follow good procedures in raising concerns involving children. Staff are fully aware and understand their individual responsibilities and the need to provide safe environments for children, which they do. Most staff has completed additional safeguarding and first aid training. The manager has a clear understanding of their responsibilities in meeting the learning and development requirements overall. Although the recent reorganisation of staff in the baby room means babies do not currently have a second key person who knows their specific abilities in detail in the absence of their own key person.

The manager works closely with support staff from the local authority, actively seeking advice and acting on it to improve the provision. The management assess what they offer the children and their families and accurately identify areas for improvement. Good attention to staff development results from regular 'mini' and 'full' appraisals and an expectation that staff both attend courses and gain additional qualifications, the latter being supported actively by the manager through meetings with staff and their tutors. Since registration this year staff have worked hard to continually address weaknesses, leading to a much improved assessment and planning system, which is still evolving but is generally accurate in pinpointing what children need to learn next.

Parents are very happy with the care and learning that staff provide, finding everyone approachable and very friendly. Staff work closely with parents valuing and implementing their views and opinions. Staff effectively involve parents in settling in their child and regularly advise them on how they can continue their individual development at home. Consequently everyone takes a consistent approach. Children also benefit from the staff welcoming in visitors from the local community, such as librarians and music teachers that implement rhyme-time and music sessions.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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

<b>Unique reference number</b>	EY440265
<b>Local authority</b>	Merton
<b>Inspection number</b>	791370
<b>Type of provision</b>	Full-time provision

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Nurture Day Nurseries Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 5438080

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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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