

Noddy's Nursery (Gwendolen Ave)

2 Gwendolen Avenue, Putney, London, SW15 6EH

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| Inspection date | 29/01/2013 |
| Previous inspection date | 25/07/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 1 |
| 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

- A welcoming interesting and stimulating environment and good range of activities are provided which children enjoy and which support their learning and development well.
- Staff share affectionate, caring, supportive interaction with children forming strong bonds and encouraging children's growing independence and confidence.
- There is a clear and supportive management structure in place which results in staff being well deployed and supported in their roles by management and auxiliary staff.
- Good use is made of self evaluation in reviewing, assessing and generating most areas for improvements such as a recent refurbishment to part of the nursery.

It is not yet outstanding because

- The majority of resources and play materials are accessible to children. However some are not always visible and easily accessible, hindering children's ability to make independent choices.
- The outdoor area is not yet developed to its full potential, for example to further encourage children's exploration of the natural world.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the inspection time observing different age groups of children in various rooms in the nursery.
- The inspector sampled children's information and development records.
- Parents views were gathered through discussion with two parents and information recorded on some feedback forms and leaving questionnaires completed by parents.
- Safeguarding was discussed with staff and the manager and the nursery's policy sampled.
- The inspector shared some discussion with staff, a joint observation with the manager and meeting with the manager and proprietors.

Inspector

Jane Nelson

Full Report

Information about the setting

Noddy's Nursery has been registered since 1987. It operates from a large converted house in the Putney area of the London borough of Wandsworth. The nursery is one of two registered nurseries that are privately owned and run by two individual proprietors.

Noddy's Nursery is open every weekday from 8am to 6.30pm, 51 weeks of the year. Babies and younger children are accommodated in group rooms on the ground floor with direct access to the outside play area. Children aged over two years and pre-school age children are accommodated on the first floor. All children share access to the large enclosed outside play area. There is a studio area on the lower ground floor, which is used as a communal dining room and for activities with the external teachers.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery has 101 children on roll in the early years age group, who attend for a variety of sessions. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery combines the Montessori approach to education with the Early Years Foundation Stage. There is a team of 24 staff who work with the children and all hold relevant childcare qualifications. The manager holds a degree in Early Years and is currently working towards achieving Early Years Professional status. The joint proprietors are frequently present at the nursery. There are additional external teachers who visit the setting each week to give lessons in dance, music, drama and sports.

What the setting needs to do to improve further

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

- develop the use of the outdoor area to give further opportunities for investigation of the natural world. For example by providing chimes, streamers, windmills and bubbles to investigate the effects of wind and providing some materials such as boxes and tubes that children can move safely and cooperatively to create their own structures
- support younger children's growing independence as they do things for themselves; in particular making sure the organisation of all resources and materials are easily accessible at child height, to ensure everybody can make choices.

Inspection judgements

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

The nursery provides a welcoming and stimulating environment for children. The bonds children form with staff, and the caring and supportive interaction they share, help children to feel secure and encourages their self confidence and independence. As a result

children enjoy their time at nursery and make good progress in all areas of their learning and development. The good range of activities and play experiences staff plan and provide engage and interest children and support their good progress. The nursery experience and routine also equip children with a range of skills that will support them in the next stage of their learning. For example, from a young age children are learning to socialise and interact in small groups with each other. As they progress they are acquiring skills, such as, sharing and taking turns, developing independence and confidence. Aspects of the daily routine such as the organisation of communal meal times in a larger group for older children help prepare them for their transition to school. Children also experience transitions within the nursery as they move into different rooms according to age groups. This process is managed gradually, helping children form bonds with new staff and settle in a new group of friends.

Babies are cared for in a calm environment where they are gaining confidence and developing physical skills, such as, crawling, pulling themselves up and independent mobility. Staff encourage babies in developing these skills by, for example, generating interest in a push along toy, helping them to stand and hold onto the handle of the toy. Staff share excited encouragement as babies begin to move, balancing on the toy and take a few steps before sitting down. Younger babies receive close physical reassurance from staff, sharing cosy cuddles on adults' laps when being fed their bottles.

Children have access to a good range of play materials and toys that support their learning encouraging exploration and investigation. They explore space and estimate what will fit into certain spaces. For example, they climb inside a toy kitchen cupboard calculating they will just fit. Children realise as they lift their head this will result in the toy sink above their head moving. The majority of resources are easily accessible to children. However some are not always visible and easily accessible, so do not enable all children to make independent choices.

Older children show great enthusiasm and excitement during a planned drama session. They listen intently to a story reflecting different emotions and use their facial expressions to mimic and reflect feeling happy sad and cross. They join in the story vocalising and calling out excitedly and sharing humour with the drama teacher reading the story. Children learn words such as 'Tango' as part of the story and confidently count along with the teacher as numbers occur in the story. Children use their large physical skills and coordination running, dancing and moving to music during the drama session. They enjoy playing outside and expending energy in the garden, climbing and sliding on the custom made ship in the garden. However this area is not yet developed to its full potential, for example by providing materials to investigate the effects of wind and providing some materials such as boxes and tubes that children can move safely and cooperatively to create their own structures.

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

Children are very happy and secure in the nursery. The affectionate and caring relationships they form with staff promote their well being and confidence. Older children

are very articulate and independent. Babies demonstrate they are happy, by smiling, vocalising and giggling. Very young babies receive close physical reassurance from staff who meet their care needs well. If children are occasionally distressed or unwell they are comforted and reassured by staff according to their individual needs, helping children to feel secure and develop confidence. Settling in arrangements are discussed and agreed with parents and reassurance is given to children and their parents as they learn to spend time apart. Children behave very well as they are busy and interested in their play. They are familiar with the nursery routine and show a good awareness of the behaviour expected, such as, being kind and sharing.

Children show a developing awareness of their own and each other's safety. Older children follow practices, such as, lining up when moving between rooms and using the stairs carefully. They use utensils such as cutlery and creative materials with care. Younger children are learning skills such as waiting for their turn through activities and games. They listen and respond to gentle reminders from staff to share.

Children's understanding of healthy lifestyles and their own hygiene are supported very well through the daily routine. For example, children enjoy the tasty home cooked lunch the chef prepares, and healthy snacks of fruit. Older children develop independence as they help to serve themselves and clear their plates away as they finish eating. Children enjoy exercise during inside and outside activities encouraging their physical development and enjoyment of movement. Children follow good hygiene practices, such as hand washing, as part of the routine and staff are good role models frequently using sanitising gel to clean their hands.

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

There is a well established management structure that operates efficiently and effectively within the nursery. The proprietors' clear vision for the nursery and commitment to generating improvement is demonstrated in the welcoming atmosphere of the nursery and the recently refurbished interior. Good use is made of resources such as training, some of which is provided 'in house', to develop staff skills and make sure they are confident in implementing new processes in their daily work. As a result staff enjoy their work and are confident in implementing the educational programmes. Staff are supported in their roles by auxiliary staff such as the two house keepers, who are responsible for practical issues that contribute to the smooth running of the nursery. The key worker system is implemented effectively and all staff know the children well. Staff monitor children's learning and development effectively, identifying how they can support all children in progressing. They use their observations and knowledge to focus future planning and provide interesting activities and play opportunities that reflect children's individual learning needs and styles. The manager and proprietors are aware of the newly required progress check for two-year-olds, and are in the process of establishing systems to implement this.

Self-evaluation is used effectively to reflect on what is working well and identify most

areas for improvement. For example, the proprietors are in the process of implementing a formal supervision and appraisal system to support future staff development. They are also in the process of planning for and implementing the recommendation set during their last inspection regarding extending opportunities for children to gain awareness of their local environment.

Staff understand their responsibilities relating to child protection and safeguarding issues. They are aware of the procedures to follow if concerns regarding children's welfare arise or an allegation is made relating to a colleague. Staff use risk assessments effectively to monitor safety and review these as changes occur or when needed, such as, during the recent refurbishment. The required records and documentation are maintained and the proprietors are aware of their responsibilities in meeting the safeguarding and welfare requirements. The nursery is well equipped with a range of good quality resources and furniture that support children's learning and development and encourage exploration and investigation. Space is well planned and organised according to children's age, and developmental stage. The majority of resources are easily accessible to children. The outdoor area is equipped with a large custom made ship structure providing many opportunities for imaginative play climbing and sliding. Although some outdoor equipment is provided this is not extended to include resources that children can use to create their own structures.

The nursery has well established links with some private schools in the area that children transfer to when they are of school age, helping and supporting children at times of transition. The nursery works effectively with other settings and professionals involved in children's care, sharing information and providing consistency in children's learning experiences. The nursery builds good relationships with parents resulting in information being shared well. For example, regular parents and key worker meetings are held and parents' views are sought prior to these meetings and used as a focus for discussion. This together with daily discussion and feedback involves parents in their child's learning. Parents views reflect they are very happy with the care their children receive, they refer to all staff knowing the children well.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary 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

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| Unique reference number | 123151 |
| Local authority | Wandsworth |
| Inspection number | 902397 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 105 |

| | |
|------------------------------------|-----------------------------------|
| Number of children on roll | 101 |
| Name of provider | Sarah Edwards and Christine Munro |
| Date of previous inspection | 25/07/2011 |
| 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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