

New Compton Nursery

St Mark's Hall, Compton Road, Wimbledon, London, SW19 7ND

Inspection date

Previous inspection date

31/01/2013

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

- Children are confident and settled in the preschool. They have good relationships with staff and each other.
- Staff work closely with parents and keep them well informed. They gather detailed information from home, which ensures children's individual needs are met well.
- Children take part in a wide range of interesting activities that help them make good progress in their learning, in relation to their starting points and capabilities. They grow in independence and are motivated to learn.
- The staff team are very committed to continually developing and improving the setting. They constantly monitor and evaluate what they do and identify appropriate targets for the future.

It is not yet outstanding because

- Opportunities for children to extend their learning in the outdoor environment are not fully developed.
- Children do not currently have access to a wide range of technology resources as part of their every day play, in order to develop their skills in this area.

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 observed children taking part in activities, indoors and outside and during snack time.
- The inspector had discussions with the manager, the provider and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the setting and read completed parent questionnaires and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

New Compton Nursery registered in 2012 and is a privately owned setting. The nursery operates from a church hall in a residential road close to Wimbledon town centre. An enclosed garden is available for outdoor play. The nursery is open from 9am to 12noon each weekday during term time only. It is registered on the Early Years Register and takes children aged from two years old. There are currently 30 children on roll. The setting receives funding for the provision of free early education to children aged three and four

years old. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are six members of staff who work with the children, plus a regular volunteer. Of these, five have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- develop the planning for outdoor play experiences further, to make sure outdoor activities challenge all children and build on their learning
- increase opportunities for children to use a range of every day technology in their play, such as torches and cameras

Inspection judgements

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

Staff show a good understanding of how children learn through play and offer children gentle guidance, support and attention. They gather detailed information from parents about each child's background, needs and starting points. For instance, through 'all about me' forms and settling-in visits. This helps children settle quickly and ensures they receive all the support they need. Staff observe children's achievements and plan a good variety of interesting activities that build on their skills and help them make good progress towards the early learning goals. They keep parents well informed about children's progress through daily discussions and informative end of term reports. These include details of next steps and how parents can support their child's learning at home.

Children gain skills and attitudes that prepare them well for school, because staff focus on key skills such as listening attentively, speaking in a group and becoming more independent. Staff support children's language development well when they ask questions to extend conversations and give children time to think of how they want to answer. They successfully foster children's interest in books by creating a welcoming, quiet area with soft cushions and a good selection of books to choose from. Children enjoy relaxing there, sharing stories with their friends, and this area is well used throughout the session. Staff develop children's understanding of shape, space and measure by talking to them as they experiment in the sand and water trays. Children fill and empty different sized containers and count the shells they find in the water as they play.

Staff plan some good opportunities to encourage children to explore the natural world. For instance, children are excited to discover what happens when they leave a bowl of water outside overnight in the very cold weather. Children share their lives and experiences when they take the nursery teddy bear home for the weekend, bringing back pictures and a diary of his time with them to show their friends. Children have fun talking on the telephone in the home corner or listening to a compact disc. However, at the moment, staff do not provide children with a wide variety of every day technology resources to use in their day to day play. For instance, torches, cameras or magnifying glasses are not readily accessible. Children use their imagination when they dress up as builders and mend the walls with their toolset. They express their creativity when they cut, glue and stick to make a picture and they join in with familiar songs enthusiastically, remembering the words. They play outside every day and enjoy a good range of activities in the garden. However, staff do not always plan outdoor experiences as carefully as they do indoor activities, to ensure children's learning outdoors is fully extended across all areas of their development.

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

Children come in to the setting confidently and settle quickly to activities. They have good relationships with staff and each other and there are friendly greetings as they arrive. Staff are warm and caring in their approach and respond sensitively to children's individual needs. This fosters children's emotional and physical well-being. Children show good levels of independence, choosing activities and finding their own coat to go outside. They are familiar with daily routines and behave well, looking for their name card when they arrive and sitting quietly on the carpet at circle time. They respond well to staff's calm guidance, remembering why they must not run inside and helping tidy the toys away so the hall is safe. This helps them learn to be aware of risks and keep themselves safe.

Staff create a welcoming environment by setting up the hall before children arrive each morning. Children access a good variety of age-appropriate play materials and equipment that supports their learning effectively. Staff give priority to children's safety and conduct daily risk assessments of all areas of the premises. They supervise children vigilantly at all time, for instance making sure enough staff are in the garden with them, so that children are safe at all times.

Staff promote children's health and well-being well. Children adopt simple good hygiene routines such as washing their hands after using the toilet and before they eat. They understand why they need to do this when staff talk to them about germs. They choose from a variety of healthy options at snack time, helping themselves to slices of banana strawberries and crackers. Children play outside every day as part of a healthy lifestyle. They have good opportunities to practise their physical skills both indoors and in the garden. They throw and catch soft discs, crawl into an empty barrel, have a turn on the slide and pedal bikes confidently.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that children are cared for by an appropriately vetted and qualified staff team. Staff have a clear understanding of their responsibilities towards children in the setting and the need to provide a safe environment. All required documentation that supports the smooth day to day running of the setting is in place. Staff work well together as a team. They share tasks and responsibilities throughout the session, such as preparing the snack or organising a focus activity. They have opportunities to develop their skills by attending local courses and their performance is monitored through regular supervision and appraisals. This helps ensure that the staff group is well-trained and supported.

Staff build effective partnerships with parents and any other professionals involved in a child's care. This ensures children experience a consistent approach. Parents express their appreciation of the friendly, caring staff team and feel that staff know their child well. The staff team is very committed to continually improving the setting. They have a clear understanding of the learning and development requirements. They make good use of the support of the local authority to monitor and evaluate the effectiveness of the provision and take well-targeted steps to address any areas for improvement. For instance, daily routines have recently been reviewed and adjusted to fully take into account the needs of the younger children at the setting. In addition, systems for assessing children have been reviewed and updated. Consequently, staff have a clear understanding of each child's stage of development and their progress is closely monitored. Staff have also responded to suggestions from parents by introducing additional notice boards outside the hall. As a result, parents have better access to information about weekly activities and topics and how they can continue these at home.

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

Unique reference number	EY448641
Local authority	Merton
Inspection number	808063
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	30
Name of provider	Nobuko Tsuyuki
Date of previous inspection	Not applicable
Telephone number	07790591580

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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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