

Wimbledon Day Nursery II

33 Montague Road, LONDON, SW19 1TF

Inspection date

Previous inspection date

05/02/2013

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 benefit from a well-organised, welcoming, safe and inclusive setting. Staff gather detailed information about children before they start, which helps them settle quickly. Children of all ages show good levels of confidence and independence and are motivated to learn.
- Staff work closely with parents and keep them well informed. They use effective systems for communication that ensure that parents are fully involved in their child's learning.
- Children take part in a wide range of interesting and stimulating activities that match their interests and needs. They make good progress in their learning in relation to their age, starting points and capabilities.
- The management team are very committed to continually developing and improving the provision. They monitor the nursery closely and take well-targeted steps to ensure positive outcomes for children.

It is not yet outstanding because

- Opportunities for children of all ages to extend their learning through role-play experiences are not yet fully developed.
- Children do not currently take part in a wide variety of challenging climbing and balancing experiences within the nursery environment.

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 observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector held discussions with the management team and staff.
- The inspector sampled records including children's files, planning, improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the nursery and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Wimbledon Day Nursery II registered on the Early Years Register in 2012. It is one of two privately owned nurseries that are located opposite each other in the same residential road in South Wimbledon, within the London Borough of Merton. The nursery operates from a newly converted residential building and children are based in four group rooms over two storeys. There are stairs for access to the first floor. Children have access to a

fully enclosed outdoor play area and an additional sensory room at the rear of the garden.

The nursery is open from 7.30am to 6.30pm all year round. There are currently 33 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 members of staff who work at the nursery, including the manager. There is also a staff development and training manager who works across both nurseries. The manager of the nursery holds Early Years Professional Status (EYPS) and one staff member has a BA in Early Childhood. There are nine other staff with relevant childcare qualifications, and two are currently working towards relevant qualifications. The nursery 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:

- extend opportunities for children of all ages to build on their interests, learning and project work through stimulating role play experiences
- increase opportunities for all children to take part in more challenging climbing and balancing activities.

Inspection judgements

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

The staff team show a good understanding of how to support children's learning through play. They plan and provide a stimulating, varied curriculum, which means that children of all ages take part in a well-balanced range of interesting activities. Staff gather detailed information about children's background, needs and starting points before they begin at nursery. For instance, they ask parents to fill out comprehensive 'all about me' forms. This helps ensure staff meet children's individual needs and receive all the support they require. Staff make regular observations of children's achievements and use these effectively to identify next steps and build on what children already know and can do. Consequently, children make good progress in their learning. Staff keep parents well informed about children's progress through daily feedback sheets and regular discussions, for instance at parents' evenings. Written reports for parents include useful details of how

they can support and extend their child's learning at home.

Babies explore their environment confidently, choosing happily from the good variety of resources that staff make sure are accessible to them at their level. Their early communication skills are fostered when staff talk to them as they play; sing rhymes and share books and stories. Toddlers and older children learn useful skills and attitudes that prepare them well for the next stage of learning and for school. They listen attentively to staff at circle time, begin to speak confidently and find their own coats and shoes when it is time to play outside. Staff skilfully support children's language development when they ask questions to extend conversations. They successfully foster children's interest in books by creating welcoming areas for sharing stories, where children relax and look at books independently. Staff make sure older children have opportunities to learn about shape and size when they build models with bricks or fill containers with sand. They count as they play a game of 'What's the time, Mr Wolf?', taking big steps forward. Children experiment with size and capacity using oats in a big tray; they work out that if they put too many oats in their funnel they won't fit through the narrow end.

Staff help toddlers develop skills in using everyday technology when the children take their own photographs of things around the nursery and help create a big display for the wall. Young babies share their lives and families with their friends when staff make them photo books containing pictures of people who are important to them. Children of all ages investigate the natural world when they play outside, helping prepare the digging area so that it is ready for planting in the Spring. Older children show an interest in the role-play Chinese restaurant, which staff set up and decorate with lanterns and menus to help them learn about the social world around them. However, role-play resources for younger children are not as well developed and staff do not always fully expand role-play experiences to extend children's learning. For instance, by encouraging them to develop their ideas and be inventive, and engaging them in imaginative play. Children express their creativity when they paint and draw and toddlers enjoy exploring the paint with their hands as well as big brushes. Children of all ages respond to songs and music with enthusiasm, moving their bodies to the rhythm and joining in with familiar words and actions.

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

Children throughout the nursery make good relationships with staff and each other. The key person system is well established. This means babies benefit from consistent carers, who attend to their needs according to their familiar home routines. This helps them form secure attachments and effectively promotes their emotional and physical well-being. Children respond well to staff's calm, positive approach. They become familiar with the routines and expectations of the nursery and behave well. Children quickly grow in independence as toddlers select their own resources and older children begin to serve themselves from big bowls at lunch time, clearing their own plate and cup away when they have finished.

The nursery is welcoming and well-equipped, with a wide variety of good quality, age-

appropriate resources available for children to choose from both indoors and outside. Staff give high priority to children's safety. They conduct daily checks of the premises and outdoor area and supervise children closely at all times. As a result, children move safely around all areas of the nursery. Toddlers gain an understanding of risks and how to keep themselves safe when they hold on to the rail carefully as they go down the stairs. Older children help tidy the toys away outside so that no one will fall over them.

Children's good health is promoted well. Toddlers and older children learn to manage their own personal needs when they wash their hands before they eat or clean their face afterwards. Staff follow careful procedures for changing nappies such as wearing aprons and gloves, which help minimise the risk of cross-infection. Children benefit from nutritious, well-balanced meals and snacks that are freshly prepared on the premises. They learn about healthy diets when they choose some grapes at snack time and enjoy a tasty pasta dish for lunch. Babies begin to feed themselves with spoons and toddlers manage their forks competently. All children play outside every day, as part of a healthy lifestyle, enjoying the fresh air and exercise. Older children learn about the effects of exercise on their bodies when staff encourage them to put their hand on their chest to feel their heart beat more quickly after running. They have fun practising their physical skills riding bicycles and they giggle as they march faster and faster during a game with staff. Children sometimes go on visits to local parks and playgrounds where they use large play equipment. Staff have not yet fully developed opportunities for more challenging climbing and balancing activities within the nursery environment to help children learn about what their bodies can do, as well as risk taking.

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 make sure that all staff are appropriately vetted and are suitable to work with children. Staff have a clear understanding of their responsibilities towards the children in the nursery and the need to provide a safe environment. They know what steps to take if they have concerns about a child. Thorough staff induction procedures mean that policies and procedures work effectively in practice. Staff work well as a team, sharing tasks and responsibilities throughout the day. Staff performance is closely monitored. There are regular room inspections as well as individual supervision sessions and clear personal development plans are in place. This helps ensure that the staff group is well trained and supported in their role to safeguard children.

The nursery's management team are very dedicated to provide a high quality service for children and their families. They have a good understanding of the learning and development requirements and rigorously monitor and review the provision. This helps to ensure they very quickly identify any areas for improvement. They take well-targeted and prompt action that effectively leads to improved outcomes for children. For instance, the baby room has recently been reorganised to create a more interesting play space and babies now have a cosy area to explore. Toddler room routines have been monitored and reviewed so that children are well occupied and have enough adult attention at all times.

Plans are also in place for extending outdoor play opportunities and further training for staff.

Staff work closely with parents and their views and contributions are valued highly. Parents express appreciation of the friendly, approachable staff team. They comment on the well-organised environment and effective routines, and are happy with the care provided. Parents have access to comprehensive policies and procedures and are kept well informed about the day-to-day provision through daily feedback sheets and discussions as well as newsletters and the notice boards. Staff also work effectively in partnership with other professionals where necessary, sharing information as required. This makes certain that all children receive the support that they need.

The Childcare Register

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
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	EY449325
Local authority	Merton
Inspection number	809033
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	33
Name of provider	A & M's Limited
Date of previous inspection	Not applicable
Telephone number	07960 954197

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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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