

# Nursery On The Green

Cricket Green, Mitcham, Surrey, CR4 4LB

## Inspection date

18/02/2013

Previous inspection date

05/03/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 feel safe and secure within the nursery because they have a well organised key person system which helps babies and children form secure relationships.
- Children are happy, keen to learn and grow in confidence because of the high levels of support from staff and the range of interesting experiences provided for them.
- Clear explanations from staff supports children's behaviour and teaches them how to develop their ability to share and take turns.
- Managers encourage the staff team to continue their professional development to the benefit of children's progress.

### It is not yet outstanding because

- The system for observing and assessing children's achievements across all areas of learning is not fully embedded.
- The system for tracking children's progress does not yet show how it is helping to improve learning for those who may need support.

## 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 talked to several staff and parents, and held discussions with the proprietor and manager.
- The inspector examined a wide range of documentation including safety policies, complaints procedure and minutes from staff meetings.
- The inspector observed activities including a joint observation with the manager.
- The inspector looked at a sample of children's records, curriculum plans and assessments.

## Inspector

Karen Callaghan

## Full Report

### Information about the setting

The Nursery On The Green was established in 1993. It operates from Mitcham Methodist Church, although the nursery itself is self-contained. The premises consist of two play rooms, two children's cloakrooms, a kitchen, office and staff toilets. The nursery also has use of the main hall, which on occasions is used by other agencies. The nursery serves the local and wider area. At the time of the inspection there were 26 children on roll in the

early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are able to attend a variety of sessions. The nursery provision is based on the ground floor and has disabled access. The nursery opens five days a week all year round, excluding bank holidays. Sessions are available from 7.30am until 6pm. Nine full time staff work with the children. All of the staff have early years qualifications to level 2 or 3 or equivalent. There are five members of staff who hold current first aid certificates. The proprietor is also available and works with the children on a daily basis. The setting receives support from the Early Years Development and Childcare Partnership.

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

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

- improve clarity of observations in order to plan relevant activities for each child to achieve the best outcomes.

### **Inspection judgements**

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

The atmosphere in the nursery is busy and purposeful. Babies are calm and contented and well supported by caring staff in a bright, attractive room. Older children enjoy learning through a wide range of play opportunities. Staff are friendly and welcoming and know the children well. They encourage each child to engage in a range of interesting activities. Children are able to follow their own interests and choose from a wide variety of suitable resources that are well labelled and easily available. They have strong support from the staff who help them find the things they need and encourage them with ideas to follow their interests. Children go out to the local park, looking for one of their favourite story characters; when they return they make biscuits in the shape of that character to take home and share with their family. Children talk enthusiastically about what they have done and the staff listen carefully, giving encouragement and asking them questions to extend their vocabulary. The staff provide good role models for the children's developing speech by using the correct pronunciation.

Staff plan a broad programme of activities to cover the required areas of learning both indoors and out. Rooms used by the children are well organised and attractive. There are opportunities for mark making, painting and model making, and quiet areas with settees for reading, resting and talking to friends. Free access to the large outside area allows the children to continue their learning both inside and outside where they can build up their

physical needs. Outside children have the opportunities to climb and ride scooters and trikes. They practice their hand-eye co-ordination skills by throwing small light balls into a target, with demonstrations from the staff who give praise to encourage them to keep trying.

Systems are in place from the start of the child's placement in the nursery to record the child's needs and starting points. Detailed notes made with the parent record the child's likes and dislikes including food, when they like to sleep and what they like to play with. Each child has their own key worker who gets to know them well and this ensures good support throughout the child's time at the nursery. Transition arrangements from the baby room to the over two's room and from the nursery to local schools are well established and ensure continuity from one stage of development to another. Staff record children's achievements at play and provide regular reports for parents, but the tracking of individual children is inconsistent. This means there may be gaps for those who may need additional support. The children have the opportunity to learn to count, compare quantities, lengths and weights. For example, they can say that a rolling pin is heavier than the spoon when making biscuits. The older children make their names by choosing plastic letters and then write them by copying. They learn the sounds of letters through songs and rhymes taught using a particular programme for nursery children.

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

Children enjoy a warm and close relationship with their key worker. Staff know the children well and this helps the children to gain in confidence and feel secure and settled in the nursery. Staff have very good relationships with the parents and have time to chat to them each day about the needs of their children.. All children, from the youngest baby, show a sense of belonging within the provision. Older children are outgoing and confident and like to talk to visitors about what they are doing. They learn to share and make friends; the majority co-operate and learn to negotiate with their peers. Older children tiptoe into the baby room to have a sleep in order not to disturb the little ones. Behaviour is mainly good with polite children who wait their turn. Occasional difficult behaviour is supported by staff who know the children and their characters well.

Children's good health has priority through clear procedures including nappy changing rotas. They enjoy holding and stroking the nursery rabbit and giving him food, and know they must wash their hands when touching animals and after using the toilet. Babies respond to verbal and non-verbal communication. The use of sign language helps them to learn language quickly. There are picture signs displayed to show the children what do, for example, when eating and sleeping. They eat well and soon settle down to sleep after a cuddle with their key worker. The babies seek reassurance from staff when they move round the room. They have good eye contact and enjoy hearing staff singing to them by smiling and clapping their hands.

The nursery is well resourced and children have plenty of opportunities to learn by going out on trips to the local community. For example, they visit the shops to buy ingredients for cooking activities and they visit the post office to buy stamps to put on the letters they

have written, and post to friends. These experiences help the children to develop confidence and independence away the nursery. Key persons accompany parents with their child to the local school of their choice before they start to enable the best continuity of care. A sports day arranged in the summer includes ex-nursery pupils and their families as well as the current members. Children enjoy and participate in races and events for all ages and join in with a picnic, helping children get to know their local community.

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

Staff understand their responsibilities for the learning and development and welfare requirements. The nursery is a safe place and children safeguarded through effective management, relevant policies and procedures. Arrangements for safeguarding children within the nursery are good. Staff have attended relevant training , ensuring their knowledge is up to date and this means they can take prompt action is they are concerned a child is at risk of harm. The majority of staff are first aid trained and there are named first aiders. Entry to the nursery is by electronic device and all visitors sign in; there is a high fence around the large play area outside. The nursery staff have named parents and carers who are allowed to collect the children. Risk assessments of hazards both indoors and out are fully covered and there is a daily checklist for each area to ensure safety is paramount. When the children join outings there are detailed risk assessments and the children wear bright coloured jackets with their names on wrist bands.

The nursery manager works closely with her deputy and has advice from the local authority to continue to improve provision. The manager and her team undertake self evaluation every year which aims to identify areas for improvement. Parents views are sought by means of a comprehensive questionnaire and children are encouraged to say what areas of the nursery they enjoy most. The educational practices of the staff are appraised on a regular basis and staff are able to attend a number of good quality courses to further their professional knowledge. Assessment procedures are a focus for continuing improvement in order to identify any child who may be underachieving.

Parents are supportive of the work of the nursery and report that staff are friendly, approachable and are able to give them good advice and support. Parents receive regular newsletters as well as daily reports. They attend to discuss their child's needs and progress with each key worker and their own views are noted. Parents who work have a contact book to keep the nursery informed of children's care and learning at home and receive advice from staff in turn. The nursery has links with local schools and key workers visit the child's new school with the parents to offer support.

### **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
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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	138229
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<b>Local authority</b>	Merton
<b>Inspection number</b>	903597
<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>	36
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Nursery on the Green (UK) Ltd
<b>Date of previous inspection</b>	05/03/2010
<b>Telephone number</b>	0208 648 2446 0208 648 3581

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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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