

# Grena Road Children's Day Nursery

2 Grena Road, RICHMOND, Surrey, TW9 1XS

<b>Inspection date</b>	15/04/2013
Previous inspection date	26/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have a secure knowledge and understanding of how to promote children's development and use effective techniques to extend and challenge children's learning.
- Staff in the baby room support children's individual needs very well. They implement a consistent routine for the children, supporting them in building secure relationships.
- Children are prepared well for their move to school through careful planning from staff of specific activities and experiences.

### It is not yet good because

- The visual environment is not fully developed to ensure children have access to images of interesting displays and photographs to enhance their learning.
- The range of resources in all areas of pretend play varies.
- The provider has had to take steps to strengthen supervision in the garden.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 made observations in all rooms of the nursery, during outdoor play and lunch time.
- The inspector held a meeting with the manager of the setting.
- The inspector sampled records and documentation relating to safeguarding, recruitment and children's learning and development.
- The inspector conducted a joint observation with the manager.
- The inspector spent time speaking to staff and children.

## **Inspector**

Katie Dempster

## Full Report

### Information about the setting

Grena Road Children's Day Nursery registered in 2008. It was previously owned by Casterbridge Nurseries Ltd but is now part of Bright Horizons Family Solutions. The nursery operates from premises that have been converted for nursery use, located in Sheen, in the London Borough of Richmond. The nursery serves the local area. There are currently 99 children on roll. The nursery is open each weekday from 7.30am to 6.30pm, 52 weeks of the year. Children share access to a secure enclosed outdoor play area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 22 members of staff to work with the children, of these 19 hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

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

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

- create a visual environment of a variety of interesting displays including pictures and photographs showing familiar events, objects and activities
- develop a wider variety of familiar items to support children's pretend play consistently across the nursery, for example, by reflecting everyday life in the home corner, such as through providing magazines, real kitchen items or washing materials.

## Inspection judgements

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

Staff plan and deliver a wide range of activities across all seven areas of learning well. Staff use their good knowledge of the children to help them plan appropriate activities to support development towards the early learning goals. Consequently, children are prepared for their next stage of learning as they move onto school. Ongoing assessment also includes the progress check for children aged two years. Staff record required information in clear and well-formatted booklets.

Staff have a secure knowledge and understanding of how to promote children's development. They use effective techniques to extend and challenge children's learning. For example, use of effective questions and encouragement of children to learn from one another. Staff are skilful in extending children's learning across other areas. For example,

one child tells a member of staff he is a 'brave knight'. She asks him lots of questions about what he does to be a brave knight and asks what he might wear. He explains he needs a sword so the member of staff suggests he makes one. They begin drawing swords together, talking about the different shapes they could use. Children have tremendous fun and respond well to the interest and enthusiasm from staff, developing their communication and language skills well as they do so.

The nursery environment is bright, spacious and carefully planned to offer children maximum freedom of choice; for example, use of low-level storage enables children to choose. Children enjoy much physical play. They have many opportunities to development their moving and handling skills. For example, they enjoy tennis and yoga sessions and babies and younger children enjoy soft play equipment where they can stretch, roll and climb. The outdoor space is used as an extension of the indoor learning environment. Babies and young children have wonderful opportunities to explore and investigate. They enjoy play with frozen balloons, tyre printing and a wide range of texture play. Some of the pre-school children have wonderful opportunities to develop their imaginative skills. They have access to a well-resourced home corner of interesting and familiar items; however, pretend play areas in the remaining rooms is less well resourced.

There are effective systems in place to support children learning English as an additional language. During registration, parents provide key words in their home language. Staff use these to support communication with children, along with a range of visual aids such as picture laminates and dual language books. Overall, however, visually, the environment is not currently used to provide stimulation and offer alternative opportunities for children to learn from what they see.

Parents are encouraged to share what they know about their children's development, at the point of registration and as an ongoing process. Staff invite parents to contribute to their child's development records and meet to discuss progress formally. Furthermore, staff share ideas for how learning can be continued at home. This is particularly effective in the baby room. Staff provide parents with 'homework' such as making sensory bottles or cultural tins.

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

Children make secure attachments to their key person. This enables them to happily explore their surroundings and they display high levels of confidence. Staff in the baby room use the information they receive from parents very well in order to meet the babies' specific needs. For example, information regarding babies' sleep routines is transferred onto information cards that are placed on the cots or sleep mats so all members of staff adhere to the instructions consistently. Babies are very well looked after and benefit from this consistent approach to their care and form close and trusting relationships with their key person. Staff prepare children for the next stage of their learning with good results. Children respond to the routine of the day well. They promptly go and sit for 'carpet time' as they hear a member of staff ringing a bell. They sit quietly, listening patiently and enjoying listening to stories from their friends. The eldest children wear a uniform and

have book bags. These ways of preparing children for school are effective.

Children play well together and display warm friendships. They are heard asking to sit next to one another and enjoying the company of special friends. Staff are warm and friendly with the children, offering lots of praise, encouragement and affection. They use consistently applied and effective strategies for behaviour management, in line with legal requirements.

Children are encouraged to take risks and learn about safety through novel activities and experiences. The nursery has introduced the 'pre-school patrol' with the older children. Here the children visit the local community to learn about safety outside the nursery. Each trip out focuses on a different theme. These include road safety, stranger danger and littering. Staff plan activities to engage children's understanding of healthy lifestyles. They enjoy exploring the effects of exercise on their bodies as engage in dance and movement sessions and listen to their changing heartbeats.

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

The manager is organised and shows a passion for her role. Systems for the supervision and monitoring of staff are in place and much support is available for managers, senior staff and staff members. Managers are clear of their responsibilities in meeting the safeguarding and welfare requirements. The inspection was brought forward following notifications from the provider regarding incidents concerning safeguarding, behaviour management and supervision of children. The inspection found that correct safeguarding procedures are consistently followed and staff take all necessary steps to inform parents and the relevant authorities of all incidents. Staff were found to be deployed well to supervise and support children throughout the day. However, the provider was in breach of requirements when previously a child was left unsupervised in the garden for a few minutes. This incident was promptly reported to the parent and to Ofsted, as required. The provider implemented robust systems immediately to manage the numbers of children going outside which means that children are accounted for at all times. Recruitment procedures and lengthy induction processes mean staff are suitable to care for the children and are made aware of their roles, responsibilities and expectations of conduct. All staff receive annual training in child protection and through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care.

The whole staff team contribute to the self-evaluation process through various systems of self-reflection. Recommendations raised the last inspection have been addressed and there is a clear vision for the future. This demonstrates the nursery's capacity to maintain continuous improvement.

Partnership with parents is well established. There are many systems to communicate provide parents with a wealth of information. The setting seeks feedback from parents, through questionnaires and discussions at drop off and collection times. Partnerships with

other professionals are equally well established. Staff make links with local school and children's centres. Teaching staff from the local schools are invited into the setting to meet the children; this also provides an opportunity for nursery staff to discuss teaching techniques and routines children will be expected to follow at school.

### **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 action. 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>	EY376553
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	913252
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	150
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Casterbridge Nurseries Ltd
<b>Date of previous inspection</b>	26/08/2009
<b>Telephone number</b>	020 8334 8720

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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, which are usually the childminder's 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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