

Nurture SW19

71 Pelham Road, Wimbledon, LONDON, SW19 1NX

Inspection date	18/04/2013
Previous inspection date	10/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are inconsistencies in the practice, planning and delivery of the educational programmes and teaching in different rooms within the nursery. This results in a varied approach to how staff deliver the educational programmes.
- Younger children's communication and language skills are not sufficiently encouraged.
- The planning of activities to support children's creativity does not enable them to express themselves freely.
- Staff do not understand the risk assessment policy and as a result they have failed to identify hazards accessible to the children; as a result some children's safety is put at risk.
- Self-evaluation and supervision have failed to identify the weaknesses in staff practice and do not contribute sufficiently to a culture of continuous improvement.

It has the following strengths

- Partnership with parents is effective; staff keep them updated about their children's progress and how they can support their child's learning at home.

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.

Inspection activities

- The inspector carried out observations of children and staff in each of the four nursery rooms.
- The inspector carried out a joint observation with the manager in the lower pre-school room.
- The inspector sought views from parents.
- The inspector looked at samples of documentation.
- The inspector had a discussion with the chef about the meals provided.

Inspector

Maria Conroy

Full Report

Information about the setting

Nurture SW19 registered in 2012. It is part of Nurture Day Nurseries Ltd and operates over three floors of a commercial house in Wimbledon, within the London Borough of Merton. All children have access to a fully enclosed outdoor play area. Children attending are from local and surrounding communities.

The nursery is registered on the Early Years Register. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year apart from bank holidays. There are currently 73 children attending in the early years age range. The setting supports children who speak English as an additional language. The provision employs 22 members of staff. All of the staff hold appropriate early years qualifications. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff understand the risk assessment policy and that the risk assessments include all aspects that need to be checked on a regular basis including the spaces and equipment used by the children and activities they take part in.
- ensure children are able to learn by providing an inviting and motivating learning environment that encompasses all areas of development
- respond to all children guiding their development through warm positive interaction
- ensure that supervision of staff is effective in identifying and addressing inconsistencies in staff knowledge and skills and fosters a culture of continuous improvement.
- ensure all staff have a good knowledge and understanding of how children learn in all areas, and with particular regards to communication and language skills for the youngest children

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

- provide consistent opportunities for children to create and express themselves freely, for example by using a wide range of materials and resources, to support their developmental needs.

Inspection judgements

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

There are inconsistencies in the delivery of the educational programme throughout the nursery. Some staff have a poor understanding of how children learn. Staff complete observations on children and identify their next steps in their learning. However, this system is ineffective in some nursery rooms because planned activities are uninspiring and fail to motivate children. They wander aimlessly around the room not engaging in any way. Consequently, some children make insufficient progress in their learning and development.

Staff do not consistently encourage children's communication, language skills for the

youngest children in particular. Some staff fail to recognise the importance of how young children's communication and language skills develop. For example, there is very little conversation with children in the toddler room apart from instructions, such as 'go and play'.. As a result, very young children do not gain the necessary skills to move on in their learning. Children in other rooms enjoy singing songs using simple actions to help their understanding; babies enjoy positive staff interaction and older children attentively listen to rhyming stories, which supports their learning.

Children have regular opportunities to take part in outdoor play. They push buggies, hide in tunnels and climb the slide. Children use a variety of tools, for example, they use brushes to paint, scissors to cut and they tip and pour the sand. Children have some opportunity to express themselves creatively. For example, pre-school children paint a portrait of their family. However, adult directed arts and crafts activities do not enable some children to design their own unique creations.

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

Generally, staff are aware of children's individual developmental needs; however they do not consistently support children's development by providing a stimulating environment for learning. Overall, children arrive happy and are generally eager to come into nursery. Older children have some opportunities to learn how to keep safe, for example, they talk about road safety before going on outings and cut their fruit using knives.

Children are encouraged to have a healthy lifestyle; they take part in various physical activities: for example, they balance on beams, ride bikes and young babies are encouraged to walk on different surfaces, which support their physical development. Children enjoy a balanced menu, which the chef and owner regularly review. Children make their own fruit salad; they chop fruit while being supervised and enjoy eating their creation for dessert. Sleeping arrangements are suitable and the systems in place for storage for individual bedding prevents cross infection. Staff regularly check on sleeping children and monitor the temperature of the room to make sure children are comfortable and safe. A number of staff hold a first aid certificate to enable them to treat injuries appropriately.

Some children behave well. Children are encouraged to be kind, to share and take turns. However, the lack of engagement from staff results in children becoming bored and climbing on a stair gate and banging equipment on tables, for example. There are photographs displayed of children taking part in some of the activities, which enables children to share their experiences with their parents. Generally, children are able to make choices as to what they would like to play with. Toys are stored at low level enabling easy access and those that are out of sight are photographed on file which children can use to make their choice.

There is a sufficient range of play equipment, which the owner continues to replenish as

the nursery grows. Children are grouped into ages in the nursery rooms, enabling them to be provided with resources that are suitable to their stage of development. The outside play space is shared with all children and continues to be developed. Some rooms are better organised than others, which provides a more effective learning environment for some children. For example in the baby room there is a wide range of heuristic play materials for all children to explore. While in pre-school room they have various construction equipment using photographic images to support children in their design.

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

Leadership and management are ineffective. Procedures for risk assessments are not effective, as result staff do not access the impact of the hazards accessible to some children. The inspection was brought forward as a result of concerns raised regarding lack of planning suitable activities and safety issues. At inspection the inspector found that some staff do not have sufficient understanding of how children learn to enable them to plan activities to enable all children to make progress. Although most aspects of the premises are safe, the open window on the first floor is hazardous, which staff have not risk assessed effectively. As a result, children are able to put their hands out the window and get their fingers trapped. Staff and the nominated person responsible for safeguarding have a suitable understanding of the procedures to follow if there are concerns about a child's welfare. Security on the front door is effective and a member of staff monitors the door during the day. Safeguarding procedures are shared with parents. Managers have begun the process of observing practice in the nursery rooms and there are procedures in place for supervision of staff, although these are in their infancy. As a result, inconsistencies in staff practices have not been identified fully. There are appropriate procedures in place to check staff suitability and to make sure new staff awaiting checks are not left unsupervised with children. Induction for new staff provides them with the necessary information about the policies and procedures. Ratios are adequately maintained throughout the day, each room has a lead member of staff and permanent staff who are supported by bank staff employed by the nursery.

A new manager has been appointed and has already begun to evaluate practices within the nursery and identify areas for further development. The management team are in the process of putting together an action plan to identify how they can support and improve practice. However, this process is in its infancy and has yet to have an impact on practice. Parent's views are sought and the management team consider their comments. For example, parents request that the planning of menus enable children who attend part time to have the opportunity to try foods provided on the days they do not attend.

Partnership with parents is effective. Parents initially share detailed information with their children's key persons about routines and individual needs. This helps staff to know how to support each child. Children's work is displayed around their nursery room and there are some photographs up of the activities they take part in. Parents receive regular

newsletters, which give them information about the nursery in general, and their individual nursery room. Children's profiles are accessible to all parents and they are invited to contribute to their child's learning. For example, through home observations and ideas they can do with their child at home. Parents contribute to the nursery processes, for example there was parent representation on the interview panel for the newly appointed manager. Overall, parents spoken to are very happy with the care provided; they comment their children enjoy coming to the nursery. They like the fact staff know their family by first name and they believe their children take part in a good range of activities. Staff also work effectively with other professionals to gain information that can help them provide continuity of care to children who attend other settings.

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

Unique reference number	EY440265
Local authority	Merton
Inspection number	913439
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	73
Name of provider	Nurture Day Nurseries Ltd
Date of previous inspection	10/10/2012
Telephone number	0208 5438080

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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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