

# The Park Gardens Nursery School

Wandle Recreation Centre, Mapledon Road, LONDON, SW18 4DN

## Inspection date

Previous inspection date

05/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Children and staff thoroughly enjoy each other's company. They form excellent relationships with each other and this helps children feel very secure.
- Children are able to move freely between the exciting indoor and outdoor areas. This shows they are able to make choices about where they play and what they play with.
- Staff are excellent role models for children. They inspire and challenge children to do their very best at any activity they undertake.
- The manager and staff are totally committed to providing the best possible care for all children in the nursery.
- Staff have very strong teaching skills and also recognise the importance of giving children time to pursue their own play ideas.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed and spoke to children and staff, indoors and outside.
- The inspector had discussions with the manager, deputy and staff members.
- The inspector spoke to a number of parents to gain their views about the nursery.
- The inspector sampled relevant documentation, including children's developmental records.

## **Inspector**

Julie Tobin

## Full Report

### Information about the setting

The Park Gardens Nursery School established in 1991 and re-registered in 2013. The nursery operates from a purpose built building, situated within the Wandle Recreation Centre in the Borough of Wandsworth. It is easily accessed by public transport. There is a secure enclosed garden. Staff and children have access to the outside games pitches and the recreation centre. There are weekly sessions for children's sports, dancing, music and drama. The nursery opens five mornings a week from 9am to 12.15pm term time only. There are afternoon sessions on Tuesday, Wednesday and Thursday from 12.15pm to 3.30pm. The nursery serves the local community.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children aged from two to five years on roll. The nursery receives funding to provide free early years education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are eight members of staff, of whom three have attained Qualified Teacher Status. The nursery works in partnership with the local authority.

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

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

- enhance children's independence and physical skills further by teaching them how to safely cut up all fruit for snacks, not just soft fruits.

## Inspection judgements

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

Staff have created an inspiring learning environment. Children can readily choose from a wide range of toys and play equipment which supports their independence and problem solving skills. For example, older children decide to build very tall towers. They know where they can get steps to make themselves taller so they can complete their project. Younger children readily access watering cans which they fill themselves to nurture the flowers, vegetables and herbs they have planted. Exceptional displays and the use of photographs throughout the environment constantly reinforce children's learning and development.

The environment both indoors and outdoors provides rich opportunities for discussion. Staff are excellent at engaging children in conversation to further their learning, as well as

giving them time to talk. Staff have taken part in the 'Every Child a Talker' (ECAT) programme and use their knowledge and skills to ensure children's communication and language develop exceptionally well.

Children's early concept of numbers and shape is skilfully supported as they play. For example, as a child collects fish in her net, an adult helps her count them. She adds one more then confidently says 'three and one more is four'. The adult follows this by asking how many are left in the water. The child enjoys the challenge and concentrates hard on the answer. Children are inspired to learn about shapes as they make them into frames for photographs of themselves. They learn the names of shapes as they decorate them and write their own labels.

There is an inspiring range of mark making materials and opportunities for children to develop their early literacy skills. Younger children learn to recognise their name as they self register and find their name for snack. Older children are skilled writers. They confidently write their names on things they make. They write labels for the exceptional displays that celebrate each individual child's art work and creations. The routine enables children to become really absorbed in their play and staff know the importance of giving children time to complete their ideas. Older children learn to control equipment and develop physical skills with a sports teacher on the large outdoor astro turf. They have time to practise and develop these skills as they play and develop their own games, using the football goals.

Children benefit from staff who have exemplary skills in engaging children in group activities. For example, ensuring all children are able to actively take part in story times. Younger children sit on warm rugs and can snuggle up with cosy cushions and soft chairs. They choose their books individually. Older children vote for the story they prefer from a selection, learning to negotiate and listen as a group. The staff member asks open-ended questions to provoke thinking. She expertly helps children link sounds with letters, pointing to the words to support their early reading skills. Younger children sing phonics songs with actions to reinforce early learning of letters and sounds.

Labels, posters and books reflect the home languages of children who are learning English as an additional language. Children listen to stories both in their own language and in English through the use of technology. Children borrow the books they enjoy to reinforce learning at home. Resources that support children who are already learning to read reflect those they will see as they start school. Children are exceptionally well prepared for the next stage in their learning.

Staff are rigorous in establishing children's starting points and analysing their capabilities. Key people therefore know their children extremely well right from the beginning. Staff work extremely closely together to record children's achievements. Detailed reports, including the progress check at age two, are shared with parents so they can see the progress their children are making. These help identify if children need further support with their learning and development. As a result, children make outstanding progress. Parents are regularly invited to share their children's success. For example, as they learn new dances linked to themes they have been exploring, such as 'under the sea' and to see displays of their art work. As a result, all children show great pride in seeing their success

celebrated.

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

Children arrive enthusiastically and settle quickly. Staff work extremely well together as a team to support children and meet their individual needs. The key person system is exceptionally well established and children form secure bonds with familiar adults. Parents are extremely confident as they leave their children, knowing that staff provide a warm, caring and secure base from which their children can learn.

Children develop a growing awareness of their own local community and the wider world through exciting and well planned outings, which prompt imaginative play. Through the exceptional use of displays, staff celebrate and value each child's individual response. For example, they visit a local farm and use photographs of the experience to make their own books. Their own representations of the animals they see are displayed beautifully, reminding them of the experience and reinforcing their learning. As a seaside theme develops, children create their own 'under the sea' world. They explore the work of artists, learning their names and exploring techniques to produce their own versions of the pictures. They learn how different materials produce different effects. Children confidently talk about their learning both at nursery and at home. The environment, both indoors and outdoors is highly stimulating with resources that are easily accessible to develop children's independence and self-confidence.

Children are developing a clear understanding of healthy practices. Displays of 'Superman' cleaning his teeth, alongside photographs of the children promote their understanding. They know why they must wash their hands after using the toilet and before eating. In addition, children collect sun hats as they prepare to go out onto the field for sports, saying 'we have to wear these to keep us safe from the sun'. They learn about road safety as they take part in outings in the local community. Children choose from nutritious food, such as fresh apples and banana, with milk or water to drink. They learn to be independent as they pour their own drinks and cut up soft fruit. However, staff miss opportunities to extend the learning and independence of older children further by teaching them to safely cut up harder fruit, such as the apples.

Children benefit from a secure outdoor garden so they can choose to play indoors or outdoors in the fresh air, whenever they wish. They gain confidence and learn to negotiate different surfaces, such as bark chips, grass and paving. There are cosy spaces, both indoors and outdoors, where children can sit and be quiet alone or talk with a friend or familiar adult if they wish. Children learn about the natural world as they nurture the seeds and plants they are growing and explore topics such as mini-beasts. Photographs help them select things they want to play with from those which are not readily available. Consequently, this promotes children's self-confidence and self-esteem extremely well and their behaviour is exemplary.

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

**provision**

The leadership team have an excellent understanding of their responsibilities and apply highly effective procedures to keep children safe and free from harm. Thorough training ensures all staff members are clear about their role in keeping children safe. They have a very secure knowledge of how to respond to any concerns they may have about a child's welfare. All staff undergo rigorous checks to assess their suitability to work with children. Robust risk assessments mean children are kept safe within the nursery environment and as they take part on additional outings. All staff are vigilant about keeping children safe. For example, they evaluate fire drills highly effectively to maximise safety.

All staff have high expectations of themselves and are committed to providing the highest quality care and education for the children. With their advanced qualifications and exceptional commitment to meeting the needs of all children, the management team have established an inspirational ethos, which is shared by all staff and parents. They continually strive to make improvements that maximise opportunities for children's learning and development, raise standards and maintain existing excellent practice.

Monitoring the educational programme and children's achievements is exemplary. Leaders continually evaluate the systems they use and build on these so they can be sure that each child makes the best possible progress towards the early learning goals. Staff receive excellent support in reaching and maintaining such high standards. Annual appraisals and regular supervision mean that staff can develop their qualifications, as well as building other skills. They learn from senior staff who work alongside them in all areas. Staff have highly effective partnerships with all agencies who are involved with the children. This means that children with additional needs receive excellent, consistent support, which is tailored to meet their needs. There are strong and well-established relationships between local schools, which enhances continuity for children as they move to the next stage of their education.

**The Childcare Register**

The requirements for the compulsory 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>     | EY457758                           |
| <b>Local authority</b>             | Wandsworth                         |
| <b>Inspection number</b>           | 902838                             |
| <b>Type of provision</b>           | Sessional provision                |
| <b>Registration category</b>       | Childcare - Non-Domestic           |
| <b>Age range of children</b>       | 2 - 8                              |
| <b>Total number of places</b>      | 36                                 |
| <b>Number of children on roll</b>  | 61                                 |
| <b>Name of provider</b>            | The Park Gardens Childcare Limited |
| <b>Date of previous inspection</b> | not applicable                     |
| <b>Telephone number</b>            | 020 8875 1277                      |

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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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