

# Collierswood Village Day Nursery

65-67 High Street Colliers Wood, LONDON, SW19 2JF

<b>Inspection date</b>	01/08/2013
Previous inspection date	13/08/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
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

- There are many opportunities for children to explore and engage in reading books and listening to stories, both indoors and outdoors.
- Partnership with parents continues to develop; there are opportunities for them to be involved in their child's learning.
- Children's work and photos of them taking part in activities are displayed; enabling them to feel valued and appreciated.

### It is not yet good because

- The organisation of group time activities does not consistently meet the needs of all children and enable them to spend time with their key person and get to know them well.
- The planning for some children does not consistently provide suitable challenges and developmentally appropriate experiences across all areas of learning.

## 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 undertook observations in all nursery rooms and in the outdoor play area.
- The inspector sampled a range of documentation, including staff records, accident records and policies and procedures.
- The inspector spoke to parents and gained their views.
- The inspector undertook a joint observation with the manager in the pre-school /toddler room.

## Inspector

Maria Conroy

## Full Report

### Information about the setting

Collierswood Village Day Nursery is one of two settings owned and run by Nursery on the Green Limited. The nursery is located in a single storey building in Collier's Wood, in the London Borough of Merton. There are two play rooms one for babies under two years and one is for children from age two to five years. There is an office, kitchen and store rooms. The setting has two enclosed outdoor play areas for children of different ages. The nursery opens at 7.30am and closes at 6pm every weekday throughout the year, closing only for Bank Holidays and for one week between Christmas and New Year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently has 62 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language. The nursery is registered to provide funded education for children age two, three and four years old. It employs eleven staff to work with the children, of those six hold a Level 3 qualification and five hold a Level 2 qualification. The nursery also employs a cook to prepare the meals and snacks for the children.

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

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

- review the organisation of group time to ensure that children have regular opportunities to spend quality time with their key person, to enable them to support learning that matches children's individual needs and interests.
- review and improve the educational programmes using observations to support planning to incorporate all areas of learning through meaningful activities and experiences to promote each child's stage of development

### Inspection judgements

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

Staff have appropriate planning and observation systems in place and these are generally working well to record children's progress and their interests. However the staff do not consistently use the observations they complete to clearly identify the next steps in children's learning. As a result the activities provided are sometimes too structured and formal. For example, young children sit at the table with magnetic numbers and staff ask them a series of questions about colours and numbers. Consequently they lose interest

and do not fully participate in the activity as it is too advanced and not interesting or stimulating. Staff undertake two-year-old progress checks, this enables them to summarise children's development in the prime areas of learning, a process which they share with parents.

Staff support children's communication and language skills. Babies regularly go to the library where they join in with song time, using simple actions to support the words sung. Staff model vocabulary as they describe what children are doing during role play, such as "Are you making some soup?, it tastes delicious", which helps them to understand the meaning of words. Children have many opportunities to listen to stories both indoors and outdoors which helps support their communication skills and enable them to learn that print carries meaning. In the garden they are shaded from the hot sun when they sit in the tent, they concentrate while they listen to a story they have chosen. Inside after lunch children are gathered while they wait for the bathroom and enjoy participating in story time. They are learning simple mathematical concepts as they count the number of plum puddings the character has eaten and show they know what five looks like by holding up one hand and counting their fingers and thumb.

Staff promote children's personal, social and emotional skills appropriately. They are learning to take turns, for example, when they play in the water they know they cannot all fit around the tray. Children sit with their friends during meal times and enjoy a sociable time, talking about forthcoming events they are looking forward to. Children are learning to become independent as they serve their meals from the dishes in the centre of the table and make choices about the snacks they eat that have been prepared by staff. Children take part in activities that encourage their physical development. They enjoy practising for their sports day as they run with bean bags on their head and balance an egg on a spoon. Children climb the steps to the climbing frame and slide down, and they steer bikes around the tyres which form a mini track for them. Children use a variety of tools such as paint brushes and chunky chinks which help prepare them for their future writing skills. There are satisfactory partnerships with other professionals, for example when children are moving onto school the staff visit the teachers to discuss individual children. They also work in partnership with parents and professionals ensuring that any individual needs are met and implemented effectively.

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

Children demonstrate they feel safe and develop a bond with their key staff. For example, babies enjoy cuddles and exchange smiles with staff who care for them. Older children take part in key group time; however the organisation of the group is not always effective. Consequently some children do not get regular opportunities to spend time with their special person getting to know them and enabling staff to get to know how best to support their key children. Children are gaining awareness of how to keep safe, through planned activities and discussion during the daily routines. Younger children sit in chairs with harnesses, while older children learn to use tools safely, for example, they use a knife and fork when they eat their lunch and scissors when they cut during arts and crafts.

Individual care plans are in place for children who have specific care needs. All staff are aware of the support children need and implement systems effectively. Children are learning to keep safe in the sun, and when asked by staff what will happen if they do not use their sun cream, they all respond 'we will burn'. Children are regularly encouraged to drink water, to keep them refreshed and they enjoy healthy snacks and meals, which are prepared by staff who have completed food hygiene training. Staff support younger children in eating their lunch, they give the baby a spoon, which encourages them to become independent in feeding themselves. Children are not rushed and enabled to take their time during meals, which creates a calm environment. There are suitable procedures in place to prevent cross infection, for example children wash their hands after being in the garden.

Children generally behave well, however on occasions the activities provided for children are not challenging or developmentally appropriate. As a result they lose interest and disengage from the activity. Staff generally deal with behaviour management effectively, and the manager acts as a positive role model in the nursery rooms, implementing suitable strategies to support staff in dealing with different behaviours. Staff praise children when they do well, such as saying 'That was really good sharing'. Children's work and photographs of them taking part in activities are displayed throughout the nursery making children feel valued and enabling them to share their experiences with their parents. There is a suitable range of age appropriate resources within the nursery. They are sufficiently organised and some have labels making it easier for children to find where things go and to make choices as to what they would like to play with. Effective procedures in place help support children when they move from one room to another which enables them to settle quickly. Children moving onto school are supported through planned activities such as becoming more independent. Children are beginning to develop the skills they need to move onto their next stage of learning.

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

The leadership and management of the nursery have a satisfactory understanding of the Early Years Foundation Stage framework. There are robust procedures in place for recruitment of staff, to ensure they are suitable to work with children. Suitable systems for supervision and appraisals are in place, which enable the manager to identify further training staff need to help improve practice. Staff are confident in their knowledge and understanding of the systems in place for safeguarding children and the procedures for contacting the relevant authorities. For example, they confirm they know the procedures in place for whistle blowing and the use of cameras and mobile phones. Risk assessments are effective as the staff regularly check the building and all the areas the children access. In addition risk assessments for outings also include a record of what each child is wearing in the event of an emergency. There are effective systems in place for dealing with accidents, and fire drills are undertaken on a regular basis. As a result children are protected and safeguarded.

The nursery has suitable systems to evaluate their practice, which continue to be developed and embedded in practice. They work with the local authority advisors who help to identify areas for further development for both individual children as well as general practice. The manager has recently attended management forums, where she has picked up ideas on ways of monitoring the setting more effectively. She has begun to implement this and as a result devised a plan of action to address areas that can be improved further. As a result this promotes and supports continuous improvement. For example, by providing regular opportunities for children to engage in both sand and water play both indoors and outdoors. The staff have recently reviewed the organisation of the baby room and older children's room. They swapped rooms, to provide more space for older children due to the changing needs of the nursery and they are learning to use and adapt to their new spaces.

Partnership with parents continues to develop and improve. Staff share information on a daily basis about their children, both verbally and in the record that is completed at the end of the day. There are regular opportunities for parents to come to speak to staff about their child's developmental progress. Parents can contribute to their child's learning through the 'reflective week-end' process and the 'wish tree'. This enables staff to talk to children about what happened over the week-end and plan activities to support them in changes happening at home. Staff gain information about children's cultural background and use this to provide activities to enable all children and their families to feel valued, for example displaying flags from around the world. Photographs of staff are displayed in the entrance hall as well as other legal documentation and information on the Early Years Foundation Stage, which gives parents access to useful information. Parents comment they are happy with the care provided. They like the informal and relaxed atmosphere, the friendly approachable staff who genuinely care about the children and the support they receive from staff, in relation to different situations.

### **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>	EY416261
<b>Local authority</b>	Merton
<b>Inspection number</b>	930399
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Nursery on the Green (UK) Ltd
<b>Date of previous inspection</b>	13/08/2012
<b>Telephone number</b>	02086527599

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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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