

Grena Road Children's Day Nursery

2 Grena Road, RICHMOND, Surrey, TW9 1XS

Inspection date	19/08/2013
Previous inspection date	15/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff take good steps to make sure children are kept safe.
- Children enjoy a good range of quality experiences indoors and outside, linked directly to their interests and developmental needs.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.
- The key person system works very well. This helps children happily settle and develop positive relationships with the adults who care for them.
- Management monitor staff and give support to a high level. This helps staff to improve their practice and focus on delivering good care and education to children.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children in literacy activities indoors to support early writing skills.
- More able children do not always have sufficient practical opportunities to extend their mathematical skills in their play.

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 observed children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.

Inspector

Nadia Mahabir

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 141 children on roll. The nursery is open every weekday from 7.30pm to 6.30pm, all year round.

Children share access to a secure enclosed outdoor play area. The nursery supports a number of children who speak English as an additional language. The nursery employs 27 members of staff, of these 20 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:

- provide more opportunities for children to practise their early writing skills in practical situations
- develop more able children's mathematical skills through greater practical opportunities to explore mathematical concepts in their play.

Inspection judgements

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

Children thoroughly enjoy attending this nursery which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. The indoor environment contains resources which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available.

Children make good progress in their physical development. Babies have soft open spaces in which they roll, crawl, balance and walk safely. The local area is used extensively to enable children to explore nature and different features of their environment. Their learning is considerably enhanced by many outdoor activities and the use of natural materials in their play. Children have access to a very good selection of craft resources

where they can independently select paper, paints, glitter and glue to create their own pictures to display in the room or to take home with them. They show good hand-to-eye coordination as they confidently use scissors to cut the paper to the correct size. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing good technological skills. Staff have a good knowledge and understanding of how to promote learning across most areas. However, staff do not make the best use of chances for older children to use mathematical language to learn about shape, space, and measurement.

Children communicate their needs, feelings and ideas extremely clearly to very responsive staff. Babies shriek out, babble and laugh. As they start to use single words, staff repeat again and again to reinforce their understanding. Staff are skilled when using open-ended questions which encourages children to develop effective communication and thinking skills. Their speech and language develop well and they enjoy sharing thoughts and ideas with each other. Children begin to understand that print carries meaning and the more able children handle books with care and enjoy having stories read to them. Older children are beginning to link sounds to letters; some are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. However, children have fewer opportunities to practise early writing skills in their pretend play.

Staff use their knowledge and experience to plan interesting and challenging activities for the children to enjoy and develop their skills in all areas of learning. For example, children thoroughly enjoy a well planned and designed indoor space which has been carefully transformed into a 'muddy kitchen.' Enthusiastic staff support children to explore, mix, pour, dig, and investigate lots of natural resources. Staff complete progress checks at age two to identify children's strengths and areas where they make less than expected progress. Good planning and assessment systems are in place and children's progress is tracked effectively. As a result, staff are confident in identifying individual strengths and weaknesses in learning. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the nursery and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the management team. Staff also effectively work closely with external agencies in order to fully support the children who have additional needs.

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

Children feel totally secure and settled in their environment. They are eager to be involved with play activities because staff understand and respond to their individual needs. All staff welcome children warmly, as well as making sure that their families are fully welcomed into the nursery. The good key person system means that a strong bond is formed with children and their families. It provides a familiar point of contact for both children and parents to facilitate the sharing of information, ensuring that all needs are met. Secure bonds are seen throughout the nursery due to the excellent interactions between adults and children. Children are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to. Newly attending families have home visits, which help children bond

with staff and settle into the nursery.

Staff provide familiar, predictable routines for children as they talk to them about preparing for lunch. As a result, children develop good skills in their personal, social and emotional development, which supports their all round learning. Balanced and nutritious meals and snacks are provided by the nursery. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their moves within the nursery and on to other settings and school. Staff form successful links with other practitioners who are also involved in children's care and learning. For example, children visit their new schools. They take photographs and role-play by dressing up in their new uniforms. This aids the children's moves into primary school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

Children's understanding of staying safe is very good. They are actively involved in risk assessments and safety checks when on outings, going into the garden and during their daily routines. The nursery has introduced the 'pre-school patrol' with the older children. Children visit the local community to learn about safety outside the nursery. This also includes children learning about road safety, stranger danger and littering. Staff are consistent throughout the nursery. This helps children become familiar with routines and understand what is expected. The children quickly respond to the age appropriate routines and boundaries which take into consideration their individual needs. Staff lead by example as they encourage the children to help tidy away the resources they have finished with and model good hygiene practices. Children benefit from clear boundaries as well as frequent praise and encouragement. Staff help children to cooperate with others, share and take turns. Staff give them clear explanations, which they can understand. Through playing with resources that positively reflect differences, children learn to respect, value diversity and consider the needs of individuals.

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

The management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's well-being is strongly safeguarded as the provider gives safeguarding a very high priority and makes sure all staff working in the nursery are fully aware of their responsibilities. Clear defined roles and responsibilities for leading and managing the setting meet the safeguarding and welfare requirements. There are effective recruitment procedures in place which ensure that practitioners are suitable to work with children. A comprehensive portfolio of policies, risk assessments and procedures are implemented and contribute towards ensuring children's health, safety and well-being is continually promoted. Management are proactive in taking appropriate action to minimise potential hazards to children, for example as the weather and temperatures have been currently hot.

Staff work well with parents to help ensure that children learning English as an additional

language are well supported. Parents are encouraged to share information about their home languages and key words with staff. Parents are fully involved with all aspects of their child's learning and care as their views are sought through discussions and involvement. Parents benefit from an extensive array of information displayed on the parent's notice board and regular updates in newsletters and e mails. There are appropriate arrangements in place to check children's progress at age two, and to share information about this with parents. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made. The nursery works well with external agencies. This ensures appropriate interventions are secured for children and they receive the support they need. In addition, they also work closely with their local authority advisors and take on board any suggestions to improve practice. Children are very well prepared for their move to other rooms within the nursery and there are close links with local primary schools

The management and staff all have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The enthusiasm of the provider and manager is communicated to all staff, resulting in a dynamic and vibrant learning environment in which all children are thriving. All staff are involved in planning and assessing their key children's learning. As a result, accurate records are being developed and meaningful experiences planned to meet each child's needs. Management carry out joint observations of practice to monitor the quality of teaching and ensure training needs are identified effectively. Staff have regular supervision which is used to identify strengths, areas for development and training needs. Staff continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. They work extremely well together as a team to evaluate provision and make improvements where necessary. In-house training is also used to enhance practice. Management have an accurate view of their nursery and are able to identify their key strengths. They recognise how further development will enhance their already good quality service.

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

Unique reference number	EY376553
Local authority	Richmond upon Thames
Inspection number	928067
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	150
Number of children on roll	141
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	15/04/2013
Telephone number	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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