

# The Little Hall Gardens Nursery

The Little Hall, 49 Durnsford Avenue, London, SW19 8BH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 18/10/2013 |
| Previous inspection date | 12/08/2010 |

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

- Children are happy, confident and comfortable in their surroundings.
- Partnerships with parents are strong because there are effective systems for sharing knowledge about the children.
- Staff are kind and caring and have formed positive relationships with the children.

### It is not yet good because

- Staff do not consistently support children's communication language development through good interactions.
- The safety arrangements for accessing the premises are not robust, meaning that children are not always protected from unauthorised persons who enter the building.
- Staff do not use the key person system effectively to make sure they all fully aware of each child's learning and development needs.

## **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 inspection was carried out by one inspector.
- The inspector observed activities in each of the group rooms and in the outdoor area.
- The inspector had discussions with the manager, staff and children and also took into account the views of parents who were spoken to on the day.
- The inspector examined documentation including a sample of children's records, policies and staff suitability records.
- The inspector carried out a joint observation with the manager.

## **Inspector**

Louise Atkins

## **Full Report**

### **Information about the setting**

Little House Day Care and Nursery School registered in 1996. It changed its name from 'The Little Hall Garden's Nursery' in 2013. It operates from a single-storey converted village hall with a baby unit and main playroom, kitchen and toilet facilities, storage and an office. There is a ramp leading up to the nursery for ease of use and disabled access. There are two enclosed outdoor play areas. The nursery serves the local community and is close to Wimbledon Park in the London Borough of Merton. The nursery is open each weekday from 8am to 7pm for 51 weeks of the year. There are sessions available from 8am to 7pm, 8am to 1pm and 2pm to 7pm. There are currently 56 children on roll who are all in the early years age group. Children attend a variety of full- and part-time sessions. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 15 members of staff. Of these, four hold a qualification at degree level 6, six hold National Vocational Qualifications at level 3, one holds a City and Guilds qualification at level 2 and two members of staff are unqualified.

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

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

- ensure that the nursery is kept secure so that unauthorised persons are unable to freely enter the premises
- ensure that children are supported with their communication and language skills to develop their confidence in expressing themselves and speaking and listening in a range of situations.

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

- strengthen the use of the key person system so that all staff are aware of children's needs and are able to support each child to make progress in their learning and development.

## Inspection judgements

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

Children are comfortable in their surroundings and enjoy their play, settling quickly as they leave their parents. Most children are making satisfactory progress in all areas of learning and development because staff plan and provide a variety of activities and experiences for children both inside and outdoors. Children enjoy making playdough together with a member of staff, exploring the feel of different textures as they mix the flour and water together. Staff make satisfactory use of open-ended questions to challenge children's thinking and support their speech and language. However, at other times, staff do not engage purposefully with all children by talking to them as they sit together. This has an impact on the children's developing communication and language skills. Children learn skills that help prepare them for their move to school or pre-school. Older children confidently use descriptive words and demonstrate a suitable understanding of number. For example, while playing in the garden staff encourage children to think and problem solve when picking beans. The children practise their counting skills and compare the different sizes and textures of the beans as they are picked.

Staff are confident in their knowledge of their key children's next steps for learning because they observe the children as they play and monitor their progress through ongoing assessment. However, not all staff are fully aware of other children's developmental needs and this has an impact on how well they are able to help them make progress in their learning. Staff in the baby room use observation and assessment well to plan activities around children's interests and next steps in development. For example, staff support babies as they practise their early walking skills, providing walkers to aid children in gaining confidence to take steps forward. This supports children's physical development well. Staff positively use children's interests to build on their learning. For example, when they identify particular children's interests in jigsaws and animals they build on this by providing more challenging puzzles with animals on, enabling children to develop their hand-to-eye coordination and problem-solving skills.

Staff have appropriate systems in place to gather information from parents about their children when they join the nursery. This ensures that all children's individual needs are met within the nursery. Key persons give daily handovers about what each child has been doing that day and they encourage parents to share knowledge from home through monthly all about me forms. Parents are also included in the assessments of their children's starting points and progress throughout the nursery. This collaborative working benefits the children's learning and development and ensures staff know about children's achievements at home and their changing interests. In turn, this helps them to plan appropriately for each individual child.

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

Children are happy, comfortable and demonstrate they feel safe and secure in their surroundings. All children are secure, forming emotional attachments with their key person and other staff. Babies receive reassurance and comfort when required to help them feel safe and content. Staff help children as they move through the nursery by undertaking regular visits with them to the next age group. The staff meet with parents and the next key people, which helps ensure the children settle quickly when they finally move. Staff also support the older children's transitions to local schools through more formal learning activities. For example, children start to learn key sounds in phonics, which supports their developing language and literacy skills. Teachers from local schools also visit the children before their move, which gives the children a familiar face when they move to their new school, helping to support their emotional well-being.

Children have good opportunities to learn about healthy lifestyles. They enjoy conversations with members of staff as they investigate beans growing outdoors, learning about the importance of a healthy diet. The children eat a good range of nutritionally balanced meals, which are freshly prepared on-site by the nursery cook. Children develop a secure understanding of the need for good personal hygiene routines because staff remind children to wash their hands before eating and when they have been playing in the garden. The pre-school children are able to access toilet facilities independently, which helps them gain confidence in managing their personal care, ready for when they move on to school. Toddlers' and young children learn to confidently pour their own drinks at snack time and to choose their snack and plate or bowl before spreading cheese on crackers by themselves. These experiences strongly promote the children's developing independence from a young age. Staff also encourage children's social skills at meal times, as they all sit together to eat.

Children go outside regularly whatever the weather, so they get plenty of fresh air and physical exercise, which contributes to their good health. The children can choose to play indoors or to play in the outside area, enabling them to independently explore and learn through play in both environments. Staff always supervise the outdoor area to ensure ratios are met and that children are safe. The children enjoy digging in the sand pit, kicking balls, using the slide and looking at what they have grown in their vegetable patch. Children learn to keep safe as they use the different outdoor play equipment, such as where to kick the balls safely so they do not hit anyone. The children behave well and respond positively to the praise and encouragement provided by staff. They learn clear behaviour expectations, which enables staff to effectively support their personal and social development and their key skills for the future.

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

The management has an appropriate knowledge of their responsibilities in delivering the learning and development requirements of the Early Years Foundation Stage so that children make progress towards the early learning goals. Staff routinely observe and assess children's progress, supporting their next steps by implementing the educational programmes appropriately. The management monitor the nursery's planning and

assessment thorough one-to-one meetings with staff every six weeks. This helps them to ensure that children's development is being correctly assessed and plans for children's future learning are implemented consistently.

Staff have satisfactory procedures in place to protect children from harm. For example, they closely supervise children and carry out regular risk assessments to reduce potential hazards both inside and outdoors. Staff position themselves in the corridor to monitor the door at drop off times and there are solid wooden gates to access areas where the children play so they keep safe. However, these procedures do not always effectively safeguard children because unauthorised persons are sometimes able to access the premises when adults hold the door open for them to enter.

Recruitment and vetting procedures are thorough to help ensure the staff are suitable to work with children. Staff all attend safeguarding children training and management gives child protection a high priority to protect children's welfare. Consequently, staff demonstrate a sound awareness of the nursery's policies and procedures to follow if they have concerns about a child to help protect their welfare. Most members of staff hold relevant paediatric first aid qualifications. Staff deal with accidents well and have suitable systems in place to record and inform parents of such incidents to help safeguard children's welfare.

The nursery implements satisfactory systems for self-evaluation, which the management monitor closely with input from outside agencies, to help drive improvement in the quality of the provision. The manager monitors staff practice through appraisals, peer observations and regular one-to-one supervision sessions. This enables staff to improve their practice and the provision for the children within the nursery.

There are strong partnerships with parents in place. Parents receive regular information about their child's progress. Regular parents' evenings, displays on notice boards and an 'open door' policy by the manager helps to keep parents involved in their children's learning and the nursery in general. The nursery seeks the parents' views through discussion and the use of questionnaires, to help identify areas for further improvement within the nursery, to enhance the outcomes for children. Parents comment positively about the nursery and the information they receive. They also speak highly about the staff and manager and the care provided.

### **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>     | 138217                        |
| <b>Local authority</b>             | Merton                        |
| <b>Inspection number</b>           | 843036                        |
| <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>      | 36                            |
| <b>Number of children on roll</b>  | 56                            |
| <b>Name of provider</b>            | The Gardens Childcare Limited |
| <b>Date of previous inspection</b> | 12/08/2010                    |
| <b>Telephone number</b>            | 020 8947 7058                 |

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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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Piccadilly Gate  
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