

# Top of the Class Nursery and Pre-School

332 Upper Richmond Road West, East Sheen, LONDON, SW14 7JR

<b>Inspection date</b>	24/01/2014
Previous inspection date	23/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 provide a broad and balanced educational programme for children in all group rooms. This means that children's learning and development is promoted effectively.
- Staff strive to promote continuous improvement and develop the quality of their service through robust systems of evaluation.
- Good relationships between staff and children ensure children are happy and settled in their learning environment.
- Well planned adult-led activities ensure children's individual learning needs are met effectively.

### It is not yet outstanding because

- Children have too few opportunities to use books and resources that show words written in their home languages.

## 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 activities throughout the nursery and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

## Inspector

Josephine Geoghegan

## Full report

### Information about the setting

Top of the Class Nursery and Pre-School registered 2010. It is a privately owned nursery run by Rainbow School and Nursery (Richmond) Ltd. It operates from a house in East Sheen, within the London Borough of Richmond-upon-Thames. It is open each weekday from 8 am to 6 pm for 51 weeks in the year. All children share access to an enclosed outdoor play area. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently has 85 children on roll in the early years age range. There are 22 staff employed to work with the children, 18 of whom have an early years qualification. This includes one qualified teacher and two staff who hold degrees. The nursery supports a few children with special educational needs and/or disabilities and who learn English as an additional language.

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

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

- extend the range of books and resources that show words written in the languages that children use at home to further promote their literacy skills.

## Inspection judgements

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

Good systems are in place to ensure the individual needs of all children are met effectively. Staff work closely with parents to find out about children's interests and learning needs when they begin. They use this information as a starting point from which to measure children's progress. Staff are developing the use of more systematic methods of observation and assessment to track children's progress effectively. They link their observations to the seven areas of learning and the outcomes for children; this enables them to see if children are making progress within the expected levels for their age range. In addition, staff show high regard to planning activities that meet children's needs and interests. Staff effectively engage parents in their children's learning. For example, they display the key elements of the weekly plans so that parents can join in and continue children's learning at home. Staff collate their assessments to provide written progress reports which they share with parents on a regular basis. This promotes a good two-way flow of information sharing so that parents and staff can plan children's priorities for learning together. In addition, staff complete the progress check for children aged two-to-three years with parents. Children are making good progress in all areas of learning. Many children have attended the nursery since they were babies and progress their way through the group rooms to the pre-school group. Staff show high regard to supporting children in developing their self-care skills and learning independence so that they are well prepared to move on to school.

Staff plan a broad range of interesting activities that reflect all areas of learning. They support children very well in developing their language skills through meaningful conversations during play, which extend children's learning effectively. For example, staff ask children questions, which help them to think critically about what they are doing. They successfully engage children in group story sessions where children actively join in the key words of the story. In addition, staff recall the story, asking children if they can remember why the bear couldn't get to sleep, what noises the bear heard and how the bear looked and felt. This enables children to make connections as they think about the story and develop their language skills as they take turns to talk about the book in front of the group. Staff also extend children's language skills through lots of singing during play and at group times. Babies join in enthusiastically with the actions of familiar songs and use props such as toy ducks to aid their learning. Staff provide a rich text learning environment with lots of words and numbers displayed. They encourage children to develop their literacy skills through everyday routines such as finding their photo-name card and adding it to the self-registration attendance board. Children are provided with a good range of books in all group rooms that reflect their age groups. Staff support children who are learning English as an additional language well by asking parents to share key words and music tapes in their home languages. However, children have fewer opportunities to use books which show writing in their home languages so that they gain an awareness that print carries meaning. Staff help older children to develop their early writing skills by providing a variety of resources for them to choose and they support them during activities to write their own names. Staff show high regard to developing children's mathematical skills. They count with children frequently during play and use lots of mathematical language so that children think about shapes and sizes. Staff successfully engage children in mathematical games such as sorting objects of the same type. Children talk about the colours of their objects as they sort them and line them up and count them accurately in excess of ten. Staff extend their learning well, for example, by asking if they add one more how many will they have.

Staff ensure children have plenty of opportunities to develop their physical skills. Toddlers love the freedom of the outside play area where they run around, kick balls and play with the wheeled toys. All children enjoy exploring in the new large sand pit while being supported well by staff. Furthermore, staff have set up a new sensory garden where children use magnifiers to closely observe plants and living things. Indoors staff plan regular visits to the sensory room, enabling children to explore lights and sounds in a calming atmosphere. Staff support children well in developing their awareness of technology as they plan regular trips to the nursery computer suite. Staff plan a broad range of art and craft activities so that children can explore a variety of textures while using foam, paints and collage materials for example. Older children develop their free creative expression and paint representational pictures of people to decorate the walls of the new covered sand pit.

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

Children have good relationships with staff and each other. Babies show strong bonds with their key person and enjoy lots of cuddles and hugs. Older children make jokes with staff and toddlers laugh as staff run around and play with them outside. Children show a good awareness of safety as they walk sensibly up and down the stairs. They take turns during play and develop their learning independence as they make choices and follow their own interests. All children respond well to the daily routines. They help to tidy away toys after use, showing a positive contribution to their learning environment.

Good systems are in place to help children be ready to move on to school. Staff support children well in learning their personal independence such as using the bathroom independently and putting on their own coats and hats. In addition, children learn good social skills as they join in whole group activities. Staff promote sociable mealtimes where they sit and eat with children and talk about the events of the day. Older children serve their own meals, enabling them to develop healthy eating habits as they choose the foods they like to eat. Children benefit from a nutritious diet of meals that are freshly cooked on the premises.

Staff maintain high standards of hygiene practice at all times. Parents and children benefit from gradual setting in procedures where children receive support from a key person as soon as they begin. Staff record information about children's individual routines and dietary needs along with information about children's learning and development. This means that staff get to know their key children well, promoting a smooth transition from home to nursery. Staff encourage children to be active during indoor and outdoor play. Children use a variety of play equipment to support their physical development and gain exercise and fresh air. They also benefit from walking trips in the local environment and to the park.

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

Good systems are in place to safeguard children and promote their welfare. Staff have made very good progress since the last inspection. All policies and procedures have been reviewed including the safeguarding procedures and behaviour management procedures. Staff have also attended safeguarding training and they complete in-house training such as quizzes relating to their safeguarding procedures. Staff talk confidently about the procedures they would follow if they have any concerns about children's welfare. Staff also ensure children's welfare is safeguarded through the accurate use of documentation relating to the children in their care. Staff conduct thorough risk assessments relating to the setting, activities and outings. They practice regular emergency evacuation drills so that children and staff know how to leave the nursery quickly and safely. Robust procedures are in place to ensure the suitability of staff. The manager has attended safer recruitment training and all staff complete relevant vetting checks regarding their suitability to work with children.

Staff have made improvements regarding the systems to monitor the on-going suitability of staff and their professional development. The manager conducts observations of staff

practice and more robust systems of supervision and appraisal are now implemented effectively. Staff show high regard to improving their practice and attend regular staff meetings to share information. They also have improved opportunities to training course which extend their professional development. Staff also work together to evaluate the quality of their service and they have completed an accurate self-evaluation relating to all aspect of their service. This includes identifying their strengths and areas they plan to improve. They have recently made changes to the systems of assessment and planning. This includes using tracking documents that are shared with the manager so that they have a clear picture of children's learning needs. This means that they monitor the educational programme as the cycle of observation, assessment and planning is embedded securely in staff practice.

Staff support children who have additional needs well as staff work in partnership with other agencies and the local authority to ensure appropriate provision is in place to meet children's individual needs. Staff make good use of space, providing an interesting learning environment with plenty of clear play space for children to move freely. Staff encourage children's learning independence and store toys at low level so that children can make choices during play. The provider has also invested in the nursery provision by developing the outside play area to include a sensory garden, more play equipment and large sand pit covered by a hut with internal walls decorated by the children. Highly effective partnerships with parents are established. Parents receive lots of opportunities to share information about their children's progress and staff send newsletters and hold regular meetings. A large number of parents spoken to during the inspection stated how their children have been at the setting since they were babies and they are making good progress. Parents feel that their children are happy and safe at the nursery. They report how staff make time to talk to them and tell them about their children's learning. Parent's report that 'staff are doing a brilliant job' and that their children are 'loved and looked after'.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY406031
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	904961
<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>	85
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Rainbow School and Nursery (Richmond) Ltd
<b>Date of previous inspection</b>	23/01/2013
<b>Telephone number</b>	02088765020

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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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