

Maria Grey Nursery School

18a Friars Stile Road, Richmond, Surrey, TW10 6NE

Inspection date	03/02/2014
Previous inspection date	10/06/2009

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

- Children benefit from a welcoming, inclusive nursery. Children with special educational needs and/or disabilities receive particularly good support from staff.
- Staff plan and provide a variety of interesting and challenging activities and experiences for children that support their good progress in their learning.
- Children have access to a well-planned stimulating outdoor play area.
- Staff have very good relationships with parents. The active parents' committee works closely with staff to continually develop and improve the nursery.

It is not yet outstanding because

- Staff have not yet fully developed strategies for engaging parents in their child's learning at home.
- Staff do not always take every opportunity to fully extend children's early literacy skills.

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 taking part in indoor and outdoor activities.
- The inspector had discussions with the head teacher and other staff.
- The inspector sampled records including children's files, health and safety policies and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

The Maria Grey Nursery School opened in 1957 and was registered in 1991. The nursery school is a registered charity and is managed by a committee of parents. It operates from a former residential property located in the grounds of the Vineyard Primary School in the London Borough of Richmond. Children have access to three play areas on the ground floor and a dining room and rest room upstairs. There is an enclosed outdoor play area.

The nursery school is open from 9am to 5pm each weekday during term time only. It offers sessions from 9am to 12pm and 1.15pm to 3.45pm. There is a lunch club from 12pm to 1pm. Children may attend for the morning or afternoon session or stay all day. There is also a late class up to 5pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 71 children on roll, who are all in the early years age group. The nursery offers places to children aged from two years. It receives funding for the provision of free early education to children aged three and four years old. It supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

There are eight permanent members of staff who work with the children, including the head teacher. There are two members of staff who hold Early Years Professional Status and two who are qualified teachers. One staff member holds a relevant qualification at level 6 and three have level 3 qualifications.

What the setting needs to do to improve further

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

- engage parents further in their children's individual learning at home, for example, by providing ideas about how they can extend what children learn at nursery
- increase opportunities for children to write for different purposes and extend the use of print in the environment in order to further support children's literacy skills.

Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information about each child's background, starting points and needs. For instance, they ask parents to fill out comprehensive registration forms and talk to them during visits to settle children in. This

ensures they get to know children well. Staff make sure they adapt activities and routines, as necessary, if children have additional needs and they update their training and skills so they can offer high quality support. They use strategies, such as basic sign language, successfully to include and engage all children in activities. Staff make regular observations of children's achievements and they plan a wide range of activities that effectively build on children's interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff involve parents in their child's learning by talking to them each day. They invite them to regular progress reviews and provide written reports. However, staff have not fully developed strategies for engaging parents in their child's learning at home. For instance, by regularly providing suggestions for activities to continue at home.

Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They encourage children to become more independent and manage their own coats and shoes when they go outside. They support children's language and communication skills effectively when they talk to children as they play, encouraging conversations and introducing new vocabulary. Children listen attentively to stories when staff use props skilfully to engage their interest. They enjoy drawing with chalks in the playground and show an interest in writing on their work. Many older children recognise and write their name. However, not every opportunity is always taken to stimulate children to write for different purposes, for instance, by encouraging them to make a list when they decide to go shopping in the role play area. Occasionally staff also do not fully extend children's understanding of words by creating an environment that is rich in print, for instance, by increasing the use of signs and labels in the classroom. Staff support children who are learning English as an additional language well. They find out key words from home to help children settle in. Children benefit from staff who speak various other languages and they enjoy hearing their home languages used in stories and songs.

Staff encourage children's understanding of number, size and capacity as they fill containers at the water tray or make models with the playdough, giving them time to experiment for themselves. They count with them during every day routines and encourage them to solve simple problems. Staff plan some very good opportunities for children to learn about the world around them. Children help feed and care for the nursery chickens and guinea pigs. They learn about lifecycles when they help incubate a new clutch of hen eggs and watch them hatch. Children learn to value diversity when their friend comes into nursery wearing traditional clothes from her home culture. Staff build on this learning and they provide an opportunity for children to find out more about how her family celebrates the New Year and help children to fill their own lucky red envelopes to take home. Children enjoy a music and singing session, enthusiastically joining in with familiar words and actions. They use their imaginations when they act out an improvised story or dress up in the role play area. Children benefit from a well-balanced routine and are purposefully busy throughout the day.

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

Children settle quickly in the nursery and make good relationships with staff and each other. Staff have a warm and caring approach and are sensitive to children's individual needs. This effectively promotes children's physical and emotional wellbeing. Staff provide consistent support, guidance and praise that helps children behave well. Children quickly learn the rules and expectations of the setting. They remember that at circle time they need to sit quietly, cross their legs and put up their hand if they want to speak. Staff use strategies, such as visual cues, to reinforce routines and a sand timer helps children learn to take turns and share. As a result, children play well together and there is a calm, friendly atmosphere at the nursery.

The nursery is welcoming and well organised. Children show high levels of independence as they confidently choose from a good variety of resources and play materials both indoors and outside. They enjoy exploring and investigating in the well-planned outdoor area. Staff vigilantly promote children's safety. They complete thorough risk assessments and make daily checks of the premises and outdoor area, recording any action needed. They take appropriate steps to make sure that children remain safe if there are any potentially hazardous events in the local area, such as building work at the adjoining school. Staff help children gain a good understanding of risks and how to keep themselves safe when they show them how to use equipment, such as scissors, carefully. Children remind their friends that they need to tidy away the toys so that nobody falls over them and they all take responsibility for helping at tidy up time.

Staff promote children's good health well. Children learn to manage their own personal needs when they wash their hands before snack time or help themselves to a tissue if they need to blow their nose. They bring in a healthy snack from home and confidently pour themselves a drink from the jug. Children learn to care for the environment when they take responsibility for putting their apple core or banana skin in the correct recycling bin. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. Staff teach them how to play cricket with a bat and ball and they enjoy practising their physical skills on the large climbing frame.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day to day running of the nursery and records are comprehensive and well organised. The nursery benefits from a well-established and experienced staff team who work together well, sharing tasks and responsibilities throughout the day. The head teacher monitors staff performance through regular supervision, peer observations and appraisals. Staff attend local courses and receive encouragement to further develop their qualifications and skills. This results in a very well-trained and supported staff team.

The staff team are very committed to continually developing the nursery and providing a

high quality service. Staff have a good understanding of the learning and development requirements and monitor the provision closely, for instance, they evaluate plans and activities on a weekly basis. They take effective steps to address any areas they identify for development. For example, since the last inspection they have renovated the first floor of the premises so that children now benefit from a separate area to have lunch and rest if they stay all day. Parents are very actively involved in the running of the nursery through the committee and play a significant role in raising funds for changes and improvements. For instance, they recently helped the nursery raise funds to obtain an awning for the outdoor area so that children can play outside in all weathers.

Parents speak very highly of the nursery. They value the friendly, caring approach of staff and feel their child's individual needs are met very well. They have access to comprehensive policies and procedures and are kept informed about the provision through notice boards and regular newsletters. Staff work very closely with other settings that children attend where this applies, for instance as children prepare to move on to school. They build effective links with other professionals and agencies if children have additional needs. This ensures children experience a consistent approach to their learning and care.

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	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

Unique reference number	511687
Local authority	Richmond upon Thames
Inspection number	949407
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	71
Name of provider	The Maria Grey Nursery School
Date of previous inspection	10/06/2009
Telephone number	020 8940 4350

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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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