

Nursery On The Green

Cricket Green, Mitcham, Surrey, CR4 4LB

Inspection date	07/04/2014
Previous inspection date	18/02/2013

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

- A good range of interesting, stimulating activities are available. The good access between the indoor and outdoor environments enables children to choose where they wish to play and encourages their decision-making skills.
- Staff fully understand the nursery's child protection policies and procedures and ensure that they effectively safeguard the children in their care.
- Children make good progress from their initial starting points as a result of the good opportunities available to them and the valuable support from staff.
- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.

It is not yet outstanding because

- There are missed opportunities to promote children's early writing skills on a daily basis.
- The organisation around mealtimes for younger children leaves them waiting for extended periods without activities to do. This means they are not consistently engaged in meaningful experiences at these times.

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 activities in the main playrooms and the garden.
- The inspector spoke with the manager, provider and staff at appropriate times throughout the observations.
- The inspector checked staff suitability and the setting's safeguarding policies and procedures.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector spoke with parents to gather their views.

Inspector

Rebecca Hurst

Full report

Information about the setting

The Nursery On The Green registered in 1993. It operates from Mitcham Methodist Church, although the nursery is self-contained. The premises consist of two play rooms, two children's cloakrooms, a kitchen, office and staff toilets. The nursery also has use of the main hall, which on occasions is used by other agencies. The nursery serves the local and wider area.

There are 34 children on roll in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are able to attend a variety of sessions. The nursery provision is based on the ground floor and has disabled access. The nursery receives funding for the provision of free early education to children aged two, three and four years.

The nursery opens five days a week all year round, excluding bank holidays. Sessions are available from 7.30am until 6pm. Nine full time staff work with the children. All of the staff have early years qualifications at level 2 or 3. The manager and two others are currently working towards higher qualifications. The proprietor is also available and works with the children on a daily basis.

What the setting needs to do to improve further

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

- strengthen daily opportunities for children to practise their early writing skills
- reorganise routines so children are better occupied when waiting for their meals.

Inspection judgements

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

The quality of teaching is good. As a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. They track the children's progress using appropriate guidance. This is used successfully to identify whether children require any support or extra challenge in their learning experiences. Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of learning for the children. Staff share detailed progress reports and the required progress checks for two-year-old children with the parents. This enables parents to see the progress their children have

made.

Staff provide a good standard of childcare by creating a safe and enriching environment where children can play, learn and develop to the best of their ability. Learning is promoted well because staff provide a good range of activities and experiences covering all areas of learning. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children are prepared well for the next steps in their learning. For example, staff support very young children well with their emerging skills such as walking. They make sure floors are kept clear to allow children to practise this new skill and develop their physical skills. Children of all ages enjoy reading books and readily choose their favourites to read with the staff. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and older children use descriptive words to describe the story lines. Children show confidence in communicating and are developing their vocabularies and spoken language well. Staff enable children to enjoy various messy play and art activities which means they promote children's early writing skills well overall. However, they do not fully encourage children to practise these skills during some other activities. This slightly reduces opportunities for children to practise writing for different reasons.

Younger children thoroughly enjoy exploring during cornflour play. Staff are skilled in using descriptive language with the children so they can learn what is happening and to promote their emerging language development. Staff also role model what they can do with the mixture which children then follow. This promotes the children's physical development well.

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

Children enjoy snuggling into staff when they are tired and need some reassurance during play. They are happy and settled and the bond they have with the staff and their key person builds the children's self-esteem and their confidence. Staff demonstrate a positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of children's individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about the different customs and celebrations of their friends and the wider world in which they live.

Staff have effective measures in place to promote children's ongoing safety in the indoor and outdoor environments. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis, teaching children to be aware of what to do in an emergency.

Children thrive in an environment where a good standard of hygiene is maintained. All children learn about good hygiene routines through washing their hands at appropriate

times; for example, after messy play and before snack and mealtimes. Children enjoy valuable social experiences when eating together. The majority of children serve themselves their own meals, which greatly supports their independence skills and physical development. Staff sit and talk to the children about what they are eating and the effect food has on their bodies. Staff support the children well in learning portion control and all children are developing good levels of control when serving their meals. Children have a good sense of responsibility as staff ask them to bring the bowl of the food to the table for their friends to serve themselves their meals. However, staff do not always effectively manage some mealtime routines which means younger children are kept waiting before the food arrives due to the hand washing procedures. Those who have already washed their hands are not kept occupied while they wait. As a result, children start to become a little restless at such times as they are not engaged in activity.

The well-stocked garden has resources that staff use to successfully promote and enhance the children's physical development. These include climbing frames, slides and crates for climbing which provide ample opportunities for children to explore and enhance their learning. Staff have set up the area to reflect the learning areas inside. They are skilled in realising how children learn in different learning environments. Children are well equipped to play outside in all weathers. For example, when it begins to rain, children eagerly run back into the room to put on their waterproof trousers and jackets. This enables them to carry on playing outside. It also promotes well the children's self-help skills as they change into different clothes.

Staff work closely with the parents to find out about the children's individual needs. This information is then used successfully to settle them into the setting. All staff are consistent in their approach to behaviour management. Clear and concise boundaries are taught very well to the children who fully understand them. Good strategies are in place to teach the children how to work together, including using words such as 'kind hands'. Given the children's ages and stage of development they are all very well behaved. Staff support children well when moving between rooms and carry out these changes according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. When children are nearing school age, staff work closely with the teachers to enable them to settle into a new routine quickly. This enables children to be ready for the next stage of learning.

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

Leadership and management of the setting are strong. The provider, manager and staff work closely with the parents to bring about the best possible outcomes for all the children. Documentation is maintained to a good standard, including accident records, and all records required for the safe and efficient management of the setting are readily available. Management implements a comprehensive range of written policies and procedures, including those for checking the suitability of staff and notifying other agencies of concerns. These are regularly updated to reflect changes in legislation and to clearly underpin practice. Ratios are maintained at all times and the deployment of staff

has a positive effect on the children's learning and development.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions and appraisals to assess their work and to look at further training opportunities. Staff attend regular training, through the local authority, to enhance practice and promote children's learning and welfare. The manager has a clear understanding of the learning and development requirements. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas staff are currently working on. The parents share their views and the manager gathers the views of the children to shape the service that is provided. As a result, the service is highly responsive to its users.

All staff have a strong understanding of child protection issues and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implements the Local Safeguarding Children Board procedures. Robust risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the setting and when on outings.

Staff work closely in partnership with the parents to share relevant information. Parents regularly share with the staff what they have been doing at home with the children and staff use this information very successfully to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. In discussions with parents, they are very happy with the care the staff provide for the children and how their children are progressing with their learning and development.

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	138229
Local authority	Merton
Inspection number	967370
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	34
Name of provider	Nursery on the Green (UK) Ltd
Date of previous inspection	18/02/2013
Telephone number	0208 648 2446 0208 648 3581

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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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