

Wimbledon Nursery And Pre-School

1a Dorset Road, LONDON, SW19 3EY

Inspection date	03/04/2014
Previous inspection date	Not Applicable

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 feel safe and secure within the setting because of the well organised key person system, which promotes the well-being of all children.
- The majority of practice is based on the practitioner's secure knowledge and understanding of how to promote the development of young children.
- Teaching is good, which helps children to enjoy their learning through exciting and stimulating activities and experiences.
- The nursery is led and managed well by the senior staff team who are reflective practitioners and aspire to do their best for all children.
- Self-evaluation procedures are good. They, take into account the views of children, staff and parents, which helps the nursery to constantly improve their practice.

It is not yet outstanding because

- There are fewer opportunities for children to learn about the local community as staff do not routinely plan outings

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 spoke to members of the management team, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents and read other written parental comments to obtain their views.
- The Inspector carried out a joint observation with the manager.

Inspector

Karen Callaghan

Full report

Information about the setting

Wimbledon Nursery and Pre-School registered in June 2013. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of 203 settings owned by Bright Horizons Family Solutions Limited. The nursery and operates from a converted residential building in Wimbledon, South West London. Children have access to six playrooms, an art studio and a secure outside area. The nursery serves the local and wider communities. It operates Monday to Friday throughout the year. Opening hours are from 7.30am to 6.30pm. There are currently 67 children attending in the early years age range. The nursery welcomes children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery receives funding to provide free early education for children aged three and four years old. There are currently 17 members of staff including the managers who hold the Early years Professional Status. One member of staff has a Qualified Teacher Status and all the other staff hold appropriate childcare qualifications at level two and above.

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 learn about the local community to extend their understanding of the world.

Inspection judgements

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

Staff have a very good understanding of child development, the areas of learning and the characteristics of effective learning. They use this knowledge to effectively plan and support children's progress throughout the day. Staff are enthusiastic and engage well with the children, which influences children's motivation to play and learning. As a result, children are confident to access resources independently and sustain their concentration while being engaged in activities. For instance, the pre-school children take time to plan and build houses for the 'Three Little Pigs' adapting their models carefully to make them stronger. Practitioners use good questioning techniques to encourage children to think of different ways and enhance their language skills through related vocabulary, such as 'weaker' and 'stronger'. Many children are new to the nursery but through careful assessment and planning, staff plan appropriate activities provide suitable challenge for all children. This significantly contributes to the good progress they are making in relation to their starting points. Activities are planned to build on children's interests and individual needs. For example, two year olds love playing with water. Staff extend the activity by giving them a range of containers for them to fill up and pour into another one thus

learning to compare sizes. They help to make a display of an underwater world adding their own models such as sharks and fish. Babies are given close personal attention and care which results in them settling in well and feeling safe and comfortable in their new setting.

Children are given plenty of opportunities to develop their early writing skills using a range of materials and resources. This ranges from hand painting when they are toddlers through to four year olds learning to develop their writing skills through making their own books.

Children have regular opportunities to choose between indoor and outdoor play, with staff providing an exciting and challenging outdoor environment. Children develop good physical skills as they confidently ride their bicycles and trikes as well as climb and slide. From the age of three, children are able to learn early skills of tennis and rugby. Children are motivated and keen to join in with the play activities and resources offered. However, children do yet have the opportunity to extend their learning in the local community, for instance to visit the local shops or parks. Staff support children well and ensure they enjoy their activities, joining in with their play and conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children independently choose books from a well-stocked reading area where they sit turning the pages, sharing the story with staff and their friends. They enjoy 'snuggling up' in the comfortable, cosy areas in the baby rooms and feel contented at sleep time. Children enjoy story times, joining in enthusiastically with the repetitive choruses. From the beginning of their time at nursery, all children learn songs and rhymes which help them to learn to count and extend their vocabulary. Words of the songs, as well as books to share, are sent home to enable parents to support their children's early language development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning. Children who have poor language acquisition are supported individually for some sessions as staff follow detailed plans to enhance their skills.

Children learning English as an additional language are well supported. Staff ask parents to record words and phrases in children's home languages which they use to make audio books with photographs to aid children's communication. Dual language books and greetings as well as maps and flags of the world help to value each child's language and celebrate their cultures. Parents are actively encouraged to be involved in their children's learning in many ways. For example, they are invited to the nursery's parent evening where they can see their children's progress records and share information with the children's key persons. The nursery has recently set up parent observation slips for them to add to the established nursery records. Parents are invited to join in with a range of children's activities including planting sunflower seeds for Mother's Day and balloon making. Parents comment that they are happy with the care their children receive and the progress their children make in their learning and development. They say that their children love attending and have started to make friends; the knowledgeable staff are friendly and approachable.

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

Children's personal, social and emotional well-being is paramount especially as new children settle in. Friendly and caring staff provide a warm, welcoming and attractive environment. Effective arrangements for settling-in new children mean that they make the move between home and the nursery with the minimum of upset. Staff send individual photographs to parents who may be worried via mobile phones during the day. This reassures them by being able to see their child playing happily supported by their key worker. Children are secure and are confident to explore and try out new things. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. The key persons carefully plan for children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Daily diaries and plans are written and displayed in each room to inform parents of the activities their child has engaged in as well as details of their care. Staff work well together and reflect on what else they can do to extend and improve children's learning. Their enthusiasm ensures children have every opportunity to learn new skills confidently and benefit from an effective and exciting curriculum.

High standards of hygiene are maintained throughout the nursery. Effective procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snacks and meals are served. Children learn to manage their personal care well with good support from staff. For example, they learn how to wash and dry their hands thoroughly. Their independence is well fostered when they help to count out knives and forks at lunchtime and make choices as they help themselves to nutritious food. They sit around the tables sociably, talk to the staff and are encouraged to listen to one another. Staff are attentive and use effective strategies to support children's behaviour, consequently children behave well.

Children develop a good understanding of personal safety. They are helped to do this by a 'Safety Super Hero' Candy Floss a puppet who teaches them to be aware of hazards. For instance the children collect clip boards and tick off a check list when they make sure that the garden gate is shut behind. The rules of nursery are on display in every room for example to use gentle hands and kind voices etc. Children have frequent opportunities throughout the day to experience fresh air and to be active. This supports their physical health and development. Staff support children well, teaching them useful skills to support them in their next stage of learning. Transition between the various rooms within the nursery is organised well with the children spending short sessions meeting their new adults before they move up. Links have been made with local schools to enable continuity of care and to pass on records of progress.

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

This new nursery is well led and managed by professional and well qualified staff. Safeguarding and welfare requirements of young children are paramount. The designated persons with responsibility for safeguarding clearly understand their roles. Staff have

attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and have been tailored to fit this nursery setting. They reflect current guidelines and practice. The management have a good understanding of the notification requirements and what they must report to Ofsted. The nursery keeps thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. Robust risk assessments are in place for both inside and outside the premises and further checks on safety have recently been put in place. For instance, all resources have been checked to ensure hazards are kept to a minimum.

Children are closely supervised by staff in small groups when using the steep staircases as they travel to and from the garden area. Fire safety is targeted and access to the provision is secure by the use of a video entry system. The organisation of indoor and outdoor space has been improved and good adult to child ratios are observed at all times. Staff have suitable paediatric first aid qualifications. Consequently, staff know what to do should a child receive an injury or have an accident. Managers and staff are very motivated, enthusiastic, and committed to the continuous development of the early years practice. Self-evaluation of the nursery is comprehensive and has taken account of the views of staff, parents and children and has set priorities for improvement. For example the need to develop and extend provision to support children's languages and home countries. Regular staff meetings effectively support staff well in their daily work with the children and ensure policies and procedures are embedded.

There are good systems in place for monitoring and evaluating practice through staff supervision and appraisals. This helps to ensure that all staff understand their roles and responsibilities. They attend a range of training courses provided by the local authority and the company that are the owners. Each room leader organises a staff team who adapt plans and aim to improve their provision to the benefit of all children in their care. They successfully identify strengths and areas for development and have clear targets to bring about improvement. For example the pre-school team have recently re-organised their room to allow children better access to the art and craft area. The managers have a good knowledge of the educational programmes and monitor the overall progress of children in order to identify gaps in learning. This helps key persons to plan extra support for those children when needed.

The partnership with parents is strong they receive feedback through daily diaries and newsletters as well as discussion and access to children's records of progress. In this way parents are kept fully informed about their child's education and are pleased that they have chosen this new setting. Links with other professionals, such as speech therapists and the health service ensure that every child receives support for them to make progress from their starting points.

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	EY464601
Local authority	Merton
Inspection number	960672
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	93
Number of children on roll	67
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	not applicable
Telephone number	02392736557

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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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