

# Grove Hall Nursery Limited

Grove Hall Nursery, 59 Balham Grove, LONDON, SW12 8BD

<b>Inspection date</b>	12/06/2014
Previous inspection date	12/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff promote children's numeracy skills soundly by maximising daily opportunities, such as counting while children play with resources.
- Staff ask children open questions, which encourages children's language development as they practise conversational skills.
- Children settle readily because staff happily incorporate babies' home routines into the nursery and build warm, strong relationships with children.

### It is not yet good because

- Although staff use some appropriate behaviour management strategies, these are not always successful because they are limited in range and effectiveness.
- Most resources are of fixed purpose. This limits children's experiences to use open-ended resources to develop critical thinking skills and creativity.
- Opportunities for children to learn about and use technology are not widely available.
- Staff do not work in partnership with local schools to support children's move to school.
- Evaluation of the nursery is not robust and does not identify key goals for improvement.

## 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 invited the manager to carry out a joint observation of an adult-led group activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke to parents, children and staff and considered their views.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Grove Hall Nursery re-registered in 2010 as a public limited company owned by Grove Hall Nursery Ltd. The nursery operates from an open plan building located in Balham in the London Borough of Wandsworth. The nursery has a garden for outdoor play. The nursery is open daily for 51 weeks of the year, with closure at Christmas for one week and for public bank holidays. It is open between 7.30 am and 6.30 pm.

There are currently 41 children in the early years age range on roll. Children attend for a variety of sessions. The nursery supports who are learning English as an additional language.

The nursery employs 12 members of staff. Of these, nine staff members hold appropriate early years qualifications. Two staff members, including the manager hold foundation degrees in early years; four staff members hold qualifications at level 3; four staff members hold qualifications at level 2; and two staff members are unqualified. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

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

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

- ensure that children's behaviour is managed more effectively by staff using a wider range of suitable strategies

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

- develop links with local schools to support children with a smooth transfer to school
- provide further opportunities for children to learn about and use technology
- strengthen the evaluation of the nursery so that key priorities for improvement can be identified accurately
- develop a range of flexible resources to enable children use open-ended ways.

## Inspection judgements

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

Children make steady progress in this improving nursery. Staff use information from regular assessments of children to plan children's next steps for learning. This enables staff to meet the needs of children sufficiently. Staff base their plans on areas of learning and provide a range of interesting activities. They link planning to children's interests. For example, staff observed that children were interested in animals so they developed an animal planning theme. Children's independence is encouraged through an accessible variety of resources. Staff cater for the different ways that children learn by providing free access to the indoor and outdoor areas. Staff enrich children's learning by inviting the local librarian who reads a selection of stories to children. This supports children's enjoyment of books and understanding of story structure.

Children respond readily by identifying different animal noises as they sing animal action songs. Staff teach children new names of animals and children learn to follow instructions as they copy actions in the song. This supports children's understanding of the world and their personal and social development. Children draw recognisable pictures using coloured pencils and crayons. Children draw pictures of their parents and staff teach them the names of different facial features. Staff encourage children to practise their counting skills by asking them to count the number of different facial features. This supports children's numeracy skills. Although children enjoy activities and resources available, many of them have a fixed purpose. This limits children's critical thinking and imaginary skills. For example, there are no empty cardboard boxes or different types of materials for children to be creative with.

Children enjoy the challenge of completing alphabet puzzles and staff teach them letter names. Children learn to recognise their names on cards when they arrive at the nursery. Staff support younger children by adding their photographs to the name cards. This helps children's early literacy skills. The nursery has a computer; however, the staff do not always switch it on and do not support children effectively to enable children to learn how to use this technology. Staff provide a range of activities to help children develop small muscle control; they knead, roll and pinch as they play with dough. They enjoy using torn coloured paper to make creative collage pictures. Generally, these activities help children to develop useful skills for later use in school.

Babies take delight in chasing bubbles blown from soapy mixtures. Some toddlers attempt to blow their own bubbles and staff support them by modelling how to do this. Staff encourage children to interact with songs by using puppets to act as song characters. Babies show their enjoyment by pointing and vocalising as staff sing songs. They learn animal names through singing action songs. Staff read stories to babies in lively tones and this supports babies' early literacy skills. Staff supports babies' creative and problem solving skills. Babies explore the texture of shredded paper and actively try to find hidden objects. Staff help babies to develop good hand eye coordination as they fill and empty water containers.

Children develop sound physical skills in the outdoor area. They learn to take turns, listen to instruction and cooperate as they play parachute games. Staff teach children new words while they raise and lower the parachute, such as 'faster, slower'. Children ride on push bikes, negotiating space skilfully. They climb across frames, up ladders and balance as they go down slides. Staff encourage children to bounce on hoppers and jump into hoops. Children practise their early writing skills in play situations, such as in telephone kiosks to take messages. They develop friendships in play houses and learn about capacity as they play with water and containers.

Staff provide effective support to children who learn English as an additional language. Staff speak several languages and this helps children to feel a part of the nursery. Staff use pictures of objects to teach children English words and sing songs and tell stories in different languages. Staff carry out regular observations of children and collect evidence of their skills, which they evaluate to plan children's next steps. This feeds through to planning so that staff meet children's needs.

Parents have effective opportunities to be involved in their children's learning. The manager provides regular play workshops for parents and children; this helps parents to understand how children learn through play. Staff keep parents well informed of their children's progress through daily interaction, regular review meetings and daily information sheets. Parents share their observations of their children with staff who use the information to inform planning. Staff carry out progress checks on children aged two years and provide written summaries to parents to keep them informed.

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

Children settle happily at this warm nursery. Staff readily adapt nursery routines to match the home routines of babies. This helps to ensure that familiar patterns are not disturbed so that babies settle well. Babies feel a sense of belonging and reassurance because staff display photographs of babies and their families. Staff find out children's preferences and incorporate these into activities, which results in happy children. Children are confident because staff have warm, trusting relationships with children.

The staff organise the bright nursery well. Staff teach children how to be safe by reminding them not to run indoors. They also remind children to hold onto low handrails as they walk along the stairs. Staff encourage children's independence by asking older children to help prepare snacks. Children select fruit, serve their own food at meal times from communal bowls and pour their own drinks. Children enjoy a variety of nutritious, freshly made meals prepared by the nursery cook, which meet children's special dietary needs. This helps to keep children healthy and safe from eating unsuitable food. Staff teach children to develop healthy habits by playing outdoors each day. They use a range of physical skills and take daily fresh air. Staff change babies' nappies in clean, comfortable areas to prevent infection. Older children use the bathroom independently to take care of their personal needs. They wash their hands at suitable times and have sound self-care skills. Older children put on their outdoor shoes; staff assist younger children.

Overall, children's generally behave well. However, children are not always clear about staff expectations and this can on occasion, lead to negative behaviour. Although staff offer explanations to children for why certain behaviour is not acceptable, this does not always result in improved behaviour. The range of strategies used by staff to manage children's behaviour is not widely effective. Therefore, children do not always happily play and learn together or develop control over their actions. Staff teach children to value difference by talking with them and celebrating special cultural and religious events, such as Chinese New Year. Staff do not work with local schools to support children who move to school. Staff invite new children to spend time in their new group room to get to know the staff and new routines before they start. This helps children to settle well when they start nursery and when they move between group rooms as they grow older.

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

The newly appointed manager has a good awareness of her role and responsibilities in relation to the requirements of the Early Years Foundation Stage. Management has implemented a good range of measures to help keep children safe. For instance, there is a video electronic entry system and closed circuit television covering all entry points to prevent intruder access. Staff carry out regular risk assessments to help protect children from accident and injury. The manager uses good vetting systems to check staff soundly for their roles and this helps to keep children safe. Staff have good knowledge of procedures to follow should they have concerns about children. Staff help children to take part in regular fire drills so they have a good knowledge of emergency exits and assembly points.

The manager has arranged a schedule of supervision sessions with staff to identify any areas of underperformance and to provide advice and support. She spends time in the group room observing staff practice and provides feedback to improve practice. The manager carries out spot checks on planning and assessment records of children and this provides good insight into the quality of staff work. The manager has a tracking system in place, which identifies children's individual operating levels. This provides an indication of the children operating below expected levels of achievement. This means that staff can provide appropriate support to close gaps in learning. The manager has an appraisal format in place to carry out staff appraisals to identify any training needs readily. She is in the process of collecting information on a range of courses to enhance staff skills.

Staff work effectively with parents by keeping them informed of their children's progress. They also provide effective opportunities for parents to contribute to their children's learning. Parents spoken to at inspection, express good levels of satisfaction with the nursery. They felt their children were making good progress and that staff were very accommodating. Staff work closely with the local authority who provides support and advice on early years matters.

Management has some insight into the main strengths and weaknesses of the nursery. For example, it has identified refinement of planning as a key area for development to

enhance children's learning. However, evaluation of the nursery is not robust so does not provide an accurate reflection of the needs of the nursery. The nursery has worked hard to address key actions from the previous inspections. For instance, staff supervise the children well and meet ratio requirements at all times. The nursery has sufficient capacity to improve outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in suitable manner (compulsory part of the Childcare Register).

## 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>	EY416962
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	965795
<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>	45
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Grove Hall Nursery Ltd
<b>Date of previous inspection</b>	12/06/2013
<b>Telephone number</b>	02086 731943

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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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