

# Nurture SW19

71 Pelham Road, Wimbledon, LONDON, SW19 1NX

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|--------------------------|------------|
| <b>Inspection date</b>   | 17/04/2014 |
| Previous inspection date | 18/04/2013 |

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|--|-------------------------|---|
| <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 are friendly and interact well with children, demonstrating a genuine interest in what they say and do. As a result, children demonstrate they feel safe and are developing secure emotional bonds with staff.
- Staff use very effective behaviour management strategies to promote positive behaviour, which helps children develop very good habits and behave appropriately.
- Staff use effective strategies to promote the children's skills in communication and language. This enables children of all ages and abilities to make good progress.
- Management implements an effective performance management system, which allows them to tackle any staff or training issues swiftly. This means staff are able to effectively promote and support the children's development in all areas of learning.

### It is not yet outstanding because

- Staff do not fully support younger children's growing independence and confidence in self-care during meal times in the lower pre-school room.

## 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.

## Inspection activities

- The inspector observed children in all indoor and outdoor areas of the setting.  
The inspector sampled a range of documentation, including medication and accident records, children's registration documents, children's attendance records, staff files and supervision documentation, and the setting's safeguarding policy and procedures.
- The inspector held ongoing discussions with the children, staff and the manager throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parent's verbal views, both face to face and by telephone.
- The inspector discussed leadership and management, and carried out a joint observation with the manager.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Nurture SW19 registered in 2012. It is one of two nurseries run by Nurture Day Nurseries Ltd. The nursery operates over three floors in a commercial house in Wimbledon, within the London Borough of Merton. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, apart from bank holidays. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. There are currently 55 early years age children attending. The setting supports children with special educational needs and/or disabilities, and children who are learning to speak English as a second language.

The provision employs 15 members of staff. Of these, 12 staff, including the manager, holds appropriate early years qualifications. Three members of staff are working towards a level 3 childcare qualification. The manager holds Early Years Professional Status.

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

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

- strengthen the opportunities for children in the lower pre-school room to move towards more independence and confidence in self care, particularly during meal times.

### Inspection judgements

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

Children are making good progress towards the early learning goals in the Early Years Foundation Stage. This helps them prepare well for school and their future learning. Children enjoy practising physical skills during a wide variety of activities. For example, they thoroughly enjoy singing and participating in actions songs, where they learn to co-ordinate their movements by going slower and faster. Most children are very confident and explore independently. Babies are motivated and thoroughly enjoy exploring sand by touching it as it trickles through a funnel. Activities such as these encourage them to use their senses to explore the world. Pre-school children are developing a good understanding of the world. They enjoy first hand experiences, such as catching a tram and visiting an urban farm. They also participate in activities known as 'Candling', where they hold candles up to eggs and discuss the things they see, such as the blood vessels of the developing ducks. These activities help them to develop understanding of their local environment as well as the natural world. Children are able to explore and play with a wide range of media and materials. For example, children in the toddler room enjoy participating in simple baking activities using powdered mash potato. Babies enjoy the

sensory experience of exploring paint with the whole of their bodies. Older children also enjoy dressing up as dragons and making collages out of a variety of materials, such as glitter and pasta. Activities such as these help children to develop their imaginations and represent their own thoughts and ideas creatively, in addition to developing their physical development.

Overall, the quality of teaching is good. Most staff are skilled at teaching and extending children's critical thinking skills, so they become confident and independent learners. For example, staff encourage the older children to reflect on their own learning by asking them to recall what they have seen and heard when on their outings. As a result, children delight in discussing what they know and eagerly talk about what they see. However, staff do not successfully support younger children's growing independence and confidence in self care during meal times in the lower pre-school room. For example, during snack times, children have individual bowls of fresh fruit to eat and during main meal times they sit and wait for cutlery, crockery and their drinks to be set out in front of them. Staff promote communication and language well with children. For example, they consistently talk to babies and young children introducing new words. They also support this with some sign language. With slightly older children, staff use a running commentary to describe what children are doing. These methods help to extend children's understanding and vocabulary as well as allowing them to develop an understanding of more complex sentences. In addition to this, with the more able children, staff use meaningful questions during activities. For example, staff ask children to find two yellow teddies and one blue one. This makes children think, focus and develop their listening and mathematical skills.

A new electronic system for the assessment of children is in place. Staff use information from observation well to make sure that children achieve as much as they can. They effectively identify children's starting points and complete regular observations, which they track to ages and stage of development in each area of learning. This successfully helps staff to monitor children's progress and identify any gaps in their learning. Observations clearly show what children know and can do and identify the children's next steps in learning. Staff efficiently use this information to effectively plan activities that meet the children's individual learning needs. They also successfully complete the required progress check for two-year-old children and share this with parents. This means they monitor children's progress in all the key areas of development.

Parents are strongly involved in their children's learning. Staff regularly share information regarding the children's care, achievements and how learning can be supported at home. For example, they provide leaflets for each age group of children, which inform parents of activities they can do at home. This provides a cohesive approach to children's learning through their play. In addition to this, parents are able to regularly share their thoughts, ideas and their children's interests when at home. They send in photographs of their children's holidays. This, in turn, allows staff to effectively consolidate and extend children's learning in the nursery. For example, children's confidence in speaking to their peers effectively develops as they discuss and share these photographs at circle time. Staff value parents' expertise and use it to support children's use of other languages. For example, they ask parents' to provide words in the children's home language to effectively use them in the setting. This successfully promotes the children's self-esteem, sense of

belonging and in addition, aids children's communication skills.

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

There is an established and very effective key person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling-in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs and routines and continually meet them. For example, babies are able to use their comfort toys within the setting, which in turn helps to make them feel safe and secure. Staff are very friendly and interact well with children. They demonstrate warm and positive interaction, showing genuine interest in what the children say and do. As a result, children are very happy and display confidence in talking and playing with all staff. For example, babies initiate cuddles with the staff, and toddlers excitedly reveal, laugh and talk with staff about small world vehicles they jokingly sneak in while having their nappies changed. Older children confidently inform staff of their needs when engaging in activities. For example, they inform staff they do not want to use suggested materials, and prefer to use alternate materials when making their models.

Staff use very positive strategies to promote children's good behaviour. They exhibit patience and consistency, focussing on ignoring inappropriate behaviour during activities when possible. For example, when young children throw water on the floor staff repeatedly distract their attention to positive play, such as helping to fill up other containers. They also ensure there is enough equipment available for younger children to use during large group activities. This reduces the possibility of squabbles taking place. Staff are good role models and the children benefit from their use of lots of praise and encouragement. Consequently, children are developing a very good understanding of how to behave.

Children are developing a very good understanding of how to keep safe. Older children discuss and learn about keeping themselves safe through carrying out risk assessments alongside staff. For example, before they use the outside area children discuss and record their judgements on what is safe or not. In addition, when they participate in outings, staff in the pre-school room discuss the expected behaviour boundaries with the children before they go out. This results in children knowing they have to follow procedures, such as holding hands to remain safe.

Staff know the babies well and meet their individual needs effectively regarding their feeding and sleeping routines. Older children are developing a good understanding about healthy eating through participating in topics, such as 'Healthy Eating'. They enjoy making collages depicting the five healthy foods they should eat each day. Children help to occasionally prepare their snacks, and most can choose what they want to eat from a healthy selection at meal times. In addition to this, they grow and sample fruit, such as strawberries. Consequently, children have good opportunities to develop their understanding of healthy eating. Children are physically active and all children have daily

opportunities to be and play outside using a wide range of equipment. They also participate in regular extra curriculum activities provided by outside agencies, such as yoga, and music and movement sessions. These activities mean they can enjoy fresh air and develop good skills in physical development. Children engage in regular routines that promote good hygiene. For example, they wash their hands before meals and after using the toilet.

The learning environment is effective in helping all children progress towards the early learning goals. Staff provide a very child-friendly, welcoming and motivating environment. They organise space and resources very well in almost all areas to meet children's needs, promote play, independence and decision making skills. For example, the baby room is bright and cheerful with mobiles hanging down. Children's work is attractively displayed and a nice selection of natural materials, such as wooden blocks and cones are laid out in appealing baskets and boxes. These are accessible on low tables or on the floor and mean that the babies have lots of opportunities for independence and choice making, and are able to direct their own play.

Staff deployment is good. Children are within sight and hearing of them at all times, and the permanent staff team ensure they work effectively alongside any agency staff. This means staff give appropriate support and meet the needs of all children, particularly those that need additional support with managing their behaviour and generally taking care of themselves.

Staff are effective in helping children prepare for moves within the setting so they feel happy and secure. The children's original key person participates in several visits with their child to their new rooms, and the new key person regularly visits the child in their old room. This in turn helps children gather confidence and familiarity with both the new staff and the new environment.

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

The management team has a good understanding of their responsibilities in meeting the learning and development requirements, and safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are effective, with staff having very good knowledge of the procedures to follow when alerted to concerns with children or adults. They demonstrate that they are fully aware of their responsibilities. Risk assessments and daily checks are regularly conducted by staff and management. Management review these and take appropriate action where needed. There is an electronic locking system in place to restrict all visitors from entering the setting unsupervised. In addition to this, staff are vigilant in ensuring all visitors sign a visitor's record book. The leadership team uses very robust recruitment and vetting procedures to appoint staff and to ensure staff are aware of their roles and responsibilities. There is a three week detailed induction period in place. During this period, staff are continually supported by the manager and undergo training in all policies and procedures. This means they have a clear and secure understanding of supporting

children's learning and care.

The leadership and management team have effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. They conduct an annual self-evaluation form to create action plans and set targets for improvement in the outcomes for children. For example, they have recently implemented a new computerised assessment system. This will give management and staff a clearer picture of any gaps in the children's learning. The nursery also values parents' views and fully takes account of them to help drive improvement in their partnership working and care of the children. For example, parents now participate in the recruitment process. Some parents requested that children who attend on a part time basis enjoy the full menu of food. The menu rota has been adapted to address this and meet their needs. Management and staff have taken full account of previous actions raised by Ofsted and have successfully addressed them. For example, staff have completed additional training in 'Lesson Sounds' and 'Meaningful Interactions' to effectively improve their skills in promoting communication and language, and enhance their interaction with children. Staff have also made the environment inviting and motivating. They display children's work and provide lots of opportunities for children to easily select all resources, and make choices about where they wish to play. In addition to this, staff and management now clearly understand their roles regarding risk assessments and conduct regular daily safety checks. They have also ensured that they include all aspects within their risk assessment. For example, they have fitted a restrictor in place so that the children are unable to pull down the windows and accidentally trap their fingers.

Annual appraisals take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This effectively supports and helps drive improvement within the nursery and therefore benefits the children. Management implements regular effective supervision opportunities for staff to discuss any issues concerning children's development or well-being. They also undertake and discuss peer observations with individual members of staff. This in turn, allows them to swiftly identify and address any inconsistencies in staff practice and foster a culture of continuous improvement. Consequently, they effectively support children's individual needs.

Staff provide a wide range of information for parents, which include the nursery's policies and procedures. In addition to this, notice boards, newsletters and displays of children's work help everyone be aware of their responsibilities and know what is happening in the environment. Parents are very happy and pleased with the care and learning provided for their children. They feel staff are very friendly and are genuinely interested in their child's care and learning. This makes their children enjoy their time at the nursery. Overall, children benefit from the staff developing very good links with other professionals involved in the children's care and learning. For example, they welcome and effectively implement advice from the local authority Inclusion Officer. This in particular, successfully supports the children with special educational needs and/or disabilities.

## 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>     | EY440265                  |
| <b>Local authority</b>             | Merton                    |
| <b>Inspection number</b>           | 963006                    |
| <b>Type of provision</b>           | Full-time provision       |
| <b>Registration category</b>       | Childcare - Non-Domestic  |
| <b>Age range of children</b>       | 0 - 5                     |
| <b>Total number of places</b>      | 53                        |
| <b>Number of children on roll</b>  | 55                        |
| <b>Name of provider</b>            | Nurture Day Nurseries Ltd |
| <b>Date of previous inspection</b> | 18/04/2013                |
| <b>Telephone number</b>            | 0208 5438080              |

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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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