

# Mouse Hole Nursery School

2a Mallinson Road, LONDON, SW11 1BP



## Inspection date

25 June 2015

Previous inspection date

27 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have created a welcoming environment. Each child is a member of a small key group. This creates a strong sense of belonging and helps children feel secure.
- The management team is dedicated to raising the qualifications of staff. As a result, the majority of the staff team has relevant qualifications. Staff use their knowledge to help all children to make good progress.
- The manager ensures safeguarding knowledge is paramount in the recruitment and supervision of all staff, including external teachers. This means that all staff have a good understanding of how to keep children safe.
- Staff have high expectations of all children. They plan challenging activities that support some children to make big steps in their learning. For example, some three-year-olds confidently use a bat and ball and say and write letter sounds correctly.
- A focus on language skills and physical development prepares children well for their next steps in learning.

### It is not yet outstanding because:

- Staff do not take every opportunity to help children to understand how to keep themselves safe. For example, staff do not explain the risks when two- and three-year-olds use shaving foam as part of a planned activity.
- Staff extend learning for more able children well. However, they do not always make the most of group activities to best support younger children.
- Staff help children to manage their own care well. However, staff do not consistently follow the nursery's procedures in full to ensure children's privacy when changing nappies.

## What the setting needs to do to improve further

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

- provide children with more opportunities and explanations to help them to understand how to manage risks themselves
- develop further the organisation of group activities to ensure they are well matched to the needs of all children involved
- check that staff implement the nursery's toileting procedures consistently and sensitively.

### Inspection activities

- The inspector observed children and staff inside and on a trip to the park.
- The inspector and Early Years Co-ordinator observed an activity together.
- The inspector spoke to parents and took note of their views.
- The inspector reviewed documentation including children's records.
- The inspector spoke to staff and met with the management team.

### Inspector

Lizzie Cotton

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a range of interesting and motivating activities that engage all children. For example, children have lots of opportunities to listen to and share books, and staff use props to make these stories come to life. Teaching is good and staff plan excellent opportunities to support children's physical development. This includes children using jugs, pipettes and scoops independently. Children are eager to share their learning. They talk to their sports teacher, with great excitement, about the dinosaur egg they have at the nursery. Staff assess children's progress carefully and systematically so that they can plan for each child's next steps in their learning. As a result, all children make good progress from their starting points. Staff work closely with parents and other settings to make sure children who have additional needs and children who do not speak English at home are supported well. Staff tell parents about their child's learning and give them suggestions about things they can do at home. They use daily diaries, weekly bulletins, noticeboards and events to good effect to share information.

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

Staff give children lots of encouragement and praise for good behaviour. Children behave well and cooperate with each other. Children are confident with the nursery routines. They walk to the park sensibly, and say 'thank you' to the drivers who stop for them at the crossing. Staff encourage all children to be independent. Two- and three-year-olds pour their own milk and carefully carry trays of resources. Staff encourage children's self-care skills and work in partnership with parents to help children as they begin to use the toilet. Children accept each other's differences and use sign language when greeting a friend. Staff know the children well and make sure each child feels ready for the next stage in their learning. They adapt systems for starting nursery and moving on to other settings to ensure that changes for children are as smooth as possible. Staff help children to make very good links with the local community, by visiting local shops and supporting local charities.

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

The management team regularly review their clear improvement plan, which includes the views of staff and parents. The manager monitors children's learning extremely effectively. She uses this to inform the changes she makes to teaching and the nursery environment. For example, the manager recognised that children were not doing as well in technology as in other areas. She identified how staff could improve this area and provided new resources. This increased staff's confidence and children's skills when using technology. The manager works with other professionals, such as speech therapists, to gain additional support for children when needed. She works closely with other nursery managers in the same chain to share knowledge and skills. Staff are deployed well and very good use is

made of specialist teachers. Staff supervision is seen as an integral part of the success of the nursery. Management value staff's strengths and provide a wide range of professional development to overcome any weaknesses.

## Setting details

<b>Unique reference number</b>	EY366856
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	827831
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	86
<b>Name of provider</b>	The Kindergartens Limited
<b>Date of previous inspection</b>	27 January 2009
<b>Telephone number</b>	01622 833 331

Mouse Hole Nursery School registered in 2008. The setting is situated in Battersea, south-west London. It is one of twelve nurseries in a privately owned chain. The nursery is open from 8.45am to 12 noon and from 12.45pm to 4pm during term time only. The nursery employs ten staff, including the manager. Most staff hold childcare qualifications. Of these, three hold Qualified Teacher Status. In addition, external teachers provide sessions for music, drama and sports. The nursery receives funding for the provision of free early education for children aged three years.

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