

Graceland Nursery School

Castelnau Library Hall, 75 Castelnau, London, SW13 9RT



Inspection date	16 October 2015
Previous inspection date	6 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have recently implemented a new system of planning which helps to ensure that children's needs are well met. They regularly assess children's progress and use this information to plan activities which meet children's needs well.
- Staff greet children warmly and know them well. This helps children to feel confident.
- Staff work well with others to support children's learning. They have good links with local schools and use these to help children when they move on to school. Staff provide useful ways for parents to encourage children's learning and they keep parents informed of children's progress.
- The manager has set clear goals for improvement from her evaluation of all aspects of the nursery. For instance, she plans to continue to promote partnership work with parents to further develop children's learning.
- Staff promote children's communication and language skills effectively. For example, they provide small group sessions which focus on developing children's speaking and listening skills.

It is not yet outstanding because:

- Staff have not fully developed ways for children to learn about their feelings or to extend their skills to be more independent to promote their personal development effectively.
- Staff miss opportunities for children to learn about the world, for instance, when they play outside.

What the setting needs to do to improve further

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

- develop further ways for children to learn about their feelings and improve opportunities for children to be more independent to promote their personal development
- improve opportunities for children to learn more about understanding the world.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed interaction between staff and children indoors and outdoors.
- The inspector sampled a range of documentation and held a discussion with the manager.
- The inspector tracked the progress of several children.
- The inspector spoke to parents, staff and children and considered their views.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

Monitoring is effective. As the nursery is small, the manager works in the group room so directly observes staff and continually provides feedback to enhance practice. She checks planning and assessment records regularly to ensure that children's needs are met well. Staff are supported well in their roles. The manager meets with staff frequently and carries out staff appraisals. This helps to identify staff training needs. For instance, staff attended a course about the importance of talking, which led to improvements in children's language skills. Safeguarding is effective. Staff are clear about procedures to follow should they be concerned about a child's welfare. The manager has a robust recruitment procedure to help monitor staff suitability, which helps to keep children safe.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff promote children's early literacy skills well. For instance, they encourage children to recognise their names when they arrive at the nursery, and play games to teach children letter sounds. Children learn to interact with others and develop their imaginative skills as they play, for instance, in the role play area. This helps to support their personal and creative development well. Staff encourage children to learn to take turns and share which, in general, promotes their personal development. Staff promote children's early mathematics skills effectively. For example, they use coloured shapes to talk about shape names and encourage children to count them. Overall, the outdoor area is stimulating and supports children's physical development well.

Personal development, behaviour and welfare are good

Children have good awareness of safety. Staff teach them how to behave in safe ways. For instance, they talk to children about the dangers of throwing sand and about road safety. Staff teach children healthy personal care routines. For instance, children develop their self-care with growing independence, and eat nutritious snacks which meet special dietary needs. Staff take children outdoors each day for fresh air and physical challenges. Staff use children's interests to provide activities they enjoy, which motivates them to learn. Children behave well. For instance, staff use a gentle, fair approach to behaviour management and use praise to encourage positive behaviour and promote emotional well-being.

Outcomes for children are good

Children make good progress. Staff promote children's learning in all areas effectively, overall. They prepare children well so they have the right skills when they start school.

Setting details

Unique reference number	EY435687
Local authority	Richmond upon Thames
Inspection number	838960
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	15
Name of provider	Vivienne Birshan
Date of previous inspection	6 February 2012
Telephone number	07870 651 934

Graceland Nursery School is privately owned. It registered in 2011 and is located in Barnes, in the London Borough of Richmond upon Thames. The nursery is open Monday to Friday from 9am to 1.30pm during term time. There are six members of staff, three of whom hold appropriate early years qualifications. The nursery receives funding for early years education for children aged three and four years.

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