

# Wings Nursery

Church Road, Richmond, Surrey, TW10 6PN



## Inspection date

24 February 2016

Previous inspection date

5 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Arrangements to supervise staff and promote ongoing professional development are not effective in improving the quality of practice and teaching to a consistent level. For example, some staff do not consistently extend children's learning during activities.
- Strategies to share information regarding children's progress with all parents are not fully effective. This does not always support consistency in sharing children's learning and achievements to help them make the best possible progress.
- Staff do not always help children to gain a good understanding of why it is important to use effective hygiene routines.
- The manager does not always fully involve parents in reviewing the quality of the provision to contribute to continually improving the setting.

### It has the following strengths

- The environment includes a range of resources that reflects the children's home backgrounds and celebrates their differences.
- The pre-school is warm and welcoming to children. Staff are friendly; they show affection and create an environment where children are eager to come and play.
- Children's behaviour is well managed by staff. For example, they are good role models and talk situations through to help children manage their own behaviour.

## What the setting needs to do to improve further

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

#### Due Date

- develop effective systems to fully engage parents in their children's learning so that they are able to contribute to children's continuous progression 24/04/2016
- develop systems for the effective supervision of staff and identify training needs to improve the quality of practice and teaching. 24/04/2016

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

- help children to gain a good understanding of why it is important to use effective hygiene routines
- make better use of self-evaluation to highlight weaknesses in practice and include the views of parents and children.

## Inspection activities

- The inspector observed children's play and learning in the inside learning environments.
- The inspector sampled a range of documentation, including development records, key policies and procedures, and those related to the suitability and complaints.
- The inspector conducted a joint observation with the manager.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.

## Inspector

Shaneic Simpson

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff undertake child protection training and have a secure knowledge of the correct procedures to follow if they have any concerns about children in their care. The manager monitors staff practice and the effectiveness of teaching and learning. However, this is not fully effective in addressing the differentiation in the quality of teaching practices to ensure all children make the best progress in their learning. Staff take some steps to establish partnerships with parents; for example, parents contribute to children's initial assessments. Parents are happy with the care their children receive. However, staff do not make sure that parents have detailed information about their children's ongoing progress, which does not always promote continuity in learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff plan a range of challenging activities which adequately interest and motivate children. However, not all staff make the most of the opportunities during activities to consistently extend children's learning to help them make better progress. Staff interact with children in their play and ask appropriate questions to prompt their thinking and support their communication and language skills. The manager has not yet implemented systems that are successful in engaging all parents in sharing information about children's development. This does not enable staff to challenge children sufficiently to make good progress in their learning. Staff use appropriate strategies to prepare children for school; for example, children take home reading books weekly. Staff teach children letter sounds to develop their early reading and literacy skills.

### **Personal development, behaviour and welfare require improvement**

Children form secure and positive relationships with staff. Staff successfully promote children's self-esteem as, for example, they offer meaningful praise for their efforts and achievements. Staff promote healthy lifestyles generally well. For example, children enjoy eating a range of nutritious foods and they undertake physical exercise daily. However, staff sometimes miss opportunities to teach children why good hygiene routines are important for their health. Children's behaviour is good and staff are consistent in their approach. Staff have a secure knowledge of how to support children who speak English as an additional language and those who have special educational needs.

### **Outcomes for children require improvement**

Older children develop the skills they need to prepare them adequately for their move to school. However, some children are not making as much progress as they can. Children develop an appreciation of, and respect for, their own and other cultures. They learn about similarities and differences between themselves and others. Children enjoy undertaking small tasks which help promote their confidence and independence skills.

## Setting details

<b>Unique reference number</b>	509694
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	846858
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Ann Mayer
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	07956 611504

Wings Nursery registered in 1992 in Richmond, in the Borough of Richmond upon Thames. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open Monday to Friday from 9.15am to 12.45pm during term time only. The nursery employs eight staff, including the manager. Of these, seven members of staff hold an early years qualification, including one who holds a qualification at level 6 and four who hold a qualification at level 3. Some of the teaching is based on the Montessori Method.

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