

# Richmond Grena Road Day Nursery

Grena Road, Richmond, TW9 1XS



<b>Inspection date</b>	22 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The management team does not take appropriate responsibility for identifying and tackling inconsistencies in the quality of teaching. Supervision meetings are infrequent and do not support staff to make improvements in their practice. This hampers children's learning experiences and limits their achievements.
- Staff do not have sufficient opportunities to undertake further professional development, including training, to help them develop their knowledge and improve outcomes for all children.
- Staff in the pre-school rooms do not use their assessments of children's learning effectively to monitor progress. They do not plan exciting, inspirational or age-appropriate activities to consistently challenge and extend children's learning. Not all children make adequate progress.
- Children are not fully involved in learning about different cultures and beliefs to support their understanding of the wider world. Self-evaluation is not used effectively to identify and target key areas for improvement.

### It has the following strengths

- Children who have special educational needs are supported well by their key staff, who work hard to plan individual programmes to focus on their next steps for learning.
- Staff use the key-person system to support children's emotional development well. Children's behaviour is good overall and they play well together.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure there are appropriate arrangements for the supervision of all staff, including the manager, which provide effective support and promote the interests of all children successfully	26/04/2016
■ ensure staff are supported to undertake professional development opportunities, including appropriate training where necessary, to help them to provide good quality learning experiences for all children	26/04/2016
■ improve staff's knowledge of how to use their assessments of children's learning so that they use the information effectively to plan challenging and exciting activities to meet each child's individual needs, so that all children make good progress in their learning and development.	26/04/2016

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

- develop a robust system of self-evaluation to accurately identify and address weaknesses in practice, and use this to effectively drive improvement
- extend opportunities for children to gain a greater awareness of similarities and differences, particularly in relation to other people's cultures and beliefs.

### Inspection activities

- The inspectors observed children's play and the interactions from staff.
- The inspectors sampled children's information and development records.
- The inspectors held discussions with the manager, senior management team and staff.
- The inspectors talked to parents and read comment forms to obtain their views about the nursery.
- The inspectors completed joint observations with the manager and deputy manager.

### Inspector

Jennifer Devine

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The management team does not ensure that all aspects of the Early Years Foundation Stage requirements are met. Staff do not receive appropriate support and supervision. There are insufficient opportunities for staff's further professional development to help raise the quality of teaching to a good level. Some room leaders observe staff practice, but they do not accurately identify or address weaknesses in teaching. This has a negative effect on children's learning experiences. In addition, self-evaluation is not used effectively to identify weaknesses and make targeted improvements. Safeguarding is effective. Staff understand what to do if they have a concern about a child's welfare. Most staff are trained in first aid, which provides appropriate levels of protection for children in the event of an accident. A full range of policies and procedures is implemented effectively. The facilities and the premises are suitably maintained to meet children's needs.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching does not help all children make the progress they should. Some staff do not have a secure knowledge of how to promote children's development and do not provide enough challenge to extend learning effectively. Staff in the pre-school rooms do not use information from their observations effectively to plan for each child's progress and do not make the activities exciting and enjoyable to spark children's motivation to explore. For example, staff tell children how to paint objects and do not allow them to complete the task to their satisfaction. Some staff do not engage effectively with children. They take on a supervisory role, rather than helping children to learn. However, babies and children who have special educational needs receive good levels of support. Staff are attentive to their needs and provide some positive learning experiences to encourage their development.

### Personal development, behaviour and welfare require improvement

Although children take part in some activities over the year to celebrate and respect each other's differences, this is not embedded into practice effectively. Staff do not make the best use of opportunities to extend children's knowledge of the wider world. For example, children engage in Easter craft activities, but staff do not explain why. However, staff are caring and welcoming to the children, which supports their emotional well-being effectively. Children have daily access to the outside area, which staff use effectively to promote children's health and physical well-being. Staff work in partnership with parents effectively. Parents are happy with their children's care and the information they receive.

### Outcomes for children are inadequate

Not all children make adequate progress due to weaknesses in teaching. Children's communication skills are insufficiently developed to build their vocabulary effectively. Most children are not motivated or challenged to meet their individual ages and stages of development and do not gain the basic skills they need for their future move to school.

## Setting details

<b>Unique reference number</b>	EY492608
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1042452
<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>	0 - 5
<b>Total number of places</b>	102
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02083348720

Richmond Grena Road Day Nursery re-registered in 2015. It is owned by the Bright Horizons group and operates from a converted building in Sheen, in the London Borough of Richmond upon Thames. The nursery is open every weekday from 7.30pm to 6.30pm, all year round. The nursery employs a total of 18 staff; of these, 16 hold relevant childcare qualifications. The provider receives funding to offer free early education to children aged three and four years.

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