

Nursery On The Green

Cricket Green, Mitcham, Surrey, CR4 4LB



Inspection date

26 July 2016

Previous inspection date

5 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager has succeeded in making significant improvements to the provision since the last inspection. She sets relevant targets for future development. The manager has ensured staff have developed their expertise so that teaching has improved to typically good levels.
- Children are encouraged to play and explore different resources, pursue their own ideas and talk about what they are doing. Children enjoy discovering new things particularly when playing outdoors.
- Children's personal, social and emotional development is given priority across the nursery. As a result, children demonstrate that they feel safe and secure which successfully develops their confidence and supports their emotional well-being.
- Staff use effective systems to check children's progress and plan well for their future learning. All children make good progress in their learning, given what they know when they start.
- Partnerships with parents are good. Staff regularly share information with parents about the progress their children are making. They inform parents about what children are learning in the nursery and give them ideas of how they can continue learning at home.

It is not yet outstanding because:

- On occasions, staff miss opportunities to extend children's mathematical skills.
- Links with local schools have not been clearly established to support children's move to primary school.

What the setting needs to do to improve further

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

- extend children's developing mathematical skills, recognising and building on the opportunities that occur in children's everyday play and learning
- implement an effective system to build links with local schools to support children's move to primary school.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children during the inspection and held a meeting with the provider, manager and deputy.
- The inspector spoke with parents during the inspection to seek their views about the nursery.
- The inspector sampled a range of documentation, including records of children's learning, evidence of staff suitability and the provider's procedures for self-evaluation.

Inspector

Laura Brewer

Inspection findings

Effectiveness of the leadership and management is good

Leaders have a secure understanding of the early years foundation stage requirements and implement these effectively. Safeguarding is effective. Staff understand their role in protecting children. The manager monitors staff's performance well through supervision and has support plans in place to raise the quality of staff's practice. The impact of this can be clearly seen in the developments made since the last inspection. For example, planning and assessment arrangements have been significantly improved to ensure children experience a good range of activities which are targeted to support their individual developmental needs. Systems to monitor and evaluate the provision have developed. Priorities for improvement include developing a system for staff to observe each other in order to ensure consistency and best practice for promoting children's learning.

Quality of teaching, learning and assessment is good

Since the last inspection, support and training provided to staff has resulted in the team being well qualified and knowledgeable about the way children learn. Effective systems have been implemented for managers to track children's progress. As a result, the impact of teaching is now good for all children. Babies are inquisitive as they explore sensory materials. Toddlers enjoy acting out stories and pre-school children are encouraged to practice writing their names. Children excitedly explore outdoors where they are keen to water the plants and talk about how they grew them from seeds. Staff model language and reinforce new words well. This supports children, including those who speak English as an additional language, to make good progress in their communication skills. Children have opportunities to develop their counting skills during practical activities, songs and rhymes. However, staff do not consistently develop children's mathematical abilities further by extending their problem solving skills.

Personal development, behaviour and welfare are good

Staff are attentive to children's health and safety. They supervise children closely when moving around the building and remind them of potential dangers. Staff provide a good variety of healthy snacks and meals, carefully taking into account children's differing dietary needs. At mealtimes children learn to choose their food and serve themselves. Children behave well and staff act as positive role models. Children quickly form close friendships, learn to share and take turns. Parents say that they are very happy with the quality of care provided and can see the progress that their children have made since attending the nursery. Staff have been proactive in gaining views from parents about how the nursery can be improved and as a result they have introduced cooking activities for children to participate in.

Outcomes for children are good

Children are happy; they smile, laugh and chat to each other during play. Partnerships with parents support children's learning, although links with local schools have not been fully established to support transitions. Nevertheless, children become active, independent learners and are well prepared for their future learning at school.

Setting details

Unique reference number	138229
Local authority	Merton
Inspection number	1053189
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	24
Name of registered person	Nursery on the Green (UK) Ltd
Registered person unique reference number	RP525597
Date of previous inspection	5 February 2016
Telephone number	0208 648 2446 0208 648 3581

The Nursery on the Green registered in 1993. It is one of two settings run by a private limited company. It operates from self-contained rooms in Mitcham Methodist Church and also has use of the main hall and an enclosed outdoor area. The nursery opens each weekday between 7.30am and 6pm all year round, apart from bank holidays. It receives funding for the provision of free early education to children aged two, three and four years. It supports children who speak English as an additional language. There are 11 staff who work with the children, nine of whom hold relevant early years qualifications at level 3.

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