

Acorn Nursery

Wimbledon Chase Middle School, Merton Hall Road, London, SW19 3QB



Inspection date	7 December 2016
Previous inspection date	19 October 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

- The manager and staff work well as a team and regularly evaluate their practice in the nursery. They actively involve parents, children and school teachers in seeking areas for further development that benefit children and their provision.
- The manager and staff track all children's progress accurately and make required assessments. They work together effectively to identify and address any gaps in children's learning. Children make good progress, given their starting points.
- Staff are well qualified and dedicated to continually develop their skills. The manager ensures that staff are well supported and guided in their practice, including through regular supervision and ongoing training.
- The manager and staff work in strong partnership with parents and actively involve them to extend their children's learning and share their achievements from home.
- Children form close relationships with their key person and feel emotionally confident to seek reassurance from them. Children are kind, show respect for one another, know what is expected of them and behave well.

It is not yet outstanding because:

- Occasionally, staff do not provide activities that encourage children to learn more complex skills to help them make even better progress.
- The manager and staff do not have effective partnerships with some other settings that children attend to ensure continuity in their learning and care.

What the setting needs to do to improve further

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

- help children to build more effectively on what they already know and can do, to help them learn new skills and make even better progress
- build better working partnerships with professionals in other settings that children attend to help provide continuity in children's learning and development.

Inspection activities

- The inspector toured the areas of the premises that children use.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider/nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to some parents during the inspection and took account of their views.

Inspector

Katarina Hustava

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager implements thorough recruitment procedures and checks staff's ongoing suitability to work with children. She ensures that the setting's procedures are regularly reviewed and shared with staff. Staff have a secure knowledge of what to do if they have concerns about a child's welfare. Partnerships with some external agencies, such as the local children's centre, are good. The progress of different groups of children is monitored carefully. Since the last inspection, the manager has worked hard to develop a working partnership with parents, to regularly exchange information with their children's key person and provide consistency in their children's care and learning. In addition, recent training has helped staff to gain more knowledge and to produce leaflets for parents explaining how they can help to extend their children's learning at home.

Quality of teaching, learning and assessment is good

Staff organise sessions and set activities that aid children's learning in nearly all areas. They support children who are learning English as an additional language well and help them develop good communication and language skills. For example, staff use a range of resources to help learning. These include props and flash cards that help children with language barriers and those who are new to learn words and familiarise themselves with the routines of the session. Staff engage children to participate during story time and recall the stories. They help children to develop a good understanding of the world around them, such as through play and discussions.

Personal development, behaviour and welfare are good

Staff are caring and help new children to settle in quickly in their welcoming and well-resourced environment. They help children to develop good independence skills. For example, staff encourage children to assist during snack time and they help them to understand how to be healthy during personal care and hygiene routines. Staff teach children to recognise and value differences between themselves and to take turns, be polite and play caringly alongside each other. Staff encourage children to be active. For example, they arrange weekly yoga classes and regularly take children to play outdoors.

Outcomes for children are good

All children, including those who receive funding and those who are learning English as an additional language, make good progress in relation to their starting points. They are well prepared for their future learning and their move to school. Children develop confidence and enjoy making their own play. They use chalks to make marks on the boards and attempt to write their own names. Children enjoy cutting different shapes out of the modelling dough and they count how many resources they can fit in the boxes.

Setting details

Unique reference number	EY405936
Local authority	Merton
Inspection number	1058919
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	22
Name of registered person	Radhika Nathan
Registered person unique reference number	RP515321
Date of previous inspection	19 October 2012
Telephone number	07963 528845

Acorn Nursery registered in 2010. The nursery operates from a self-contained and purpose-built building in the grounds of Wimbledon Chase Primary School, in the London Borough of Merton. The nursery is open each weekday from 9am to 3pm, with sessions from 9am to 11.30am and 12.30pm to 3pm, during term time only. The nursery also offers wrap around care for children who attend the school's nursery on a part-time basis. The setting receives funding for the provision of free early education for children aged two and three years. There are five members of staff, including the provider/manager. The manager has an early years qualification at level 4 and three members of staff have qualifications at level 3.

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