

Richmond Grena Road Day Nursery

Grena Road, Richmond, TW9 1XS



Inspection date

19 January 2017

Previous inspection date

4 August 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Teaching is not consistently strong. Leaders and managers have implemented checks on the quality of teaching and provide support for staff, but inconsistencies in practice remain.
- Some adults do not make the most of learning opportunities to promote children's communication and language skills further. For example, they do not routinely allow children time to respond to one question before asking the next.
- Leaders and managers are at an early stage of implementing systems to track and monitor the progress made by different groups of children. This includes, boys, girls and children who speak English as an additional language.

It has the following strengths

- Adults help preschool children learn about the backgrounds and experiences of others. For example, children find out how their friends celebrate Chinese New Year and excitedly joined in a traditional dragon dance.
- Parents said improved communication with staff about their child's day is helping them to support learning at home.
- Adults get to know children well when they first start at the nursery. Children form good relationships with adults. For example, babies look for a reassuring hug from their key workers when there is a change in routine or an unfamiliar adult enters the room.

What the setting needs to do to improve further

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

- ensure teaching, learning and assessment is consistently strong and children are supported to make the best progress possible
- promote children's language development further by ensuring adults allow enough time for children to think and respond to one question before moving onto the next
- fully implement the system for tracking and monitoring the progress made by different groups of children to make sure that any gaps in learning are quickly addressed.

Inspection activities

- The inspector observed activities across the nursery both inside and outdoors.
- The inspector spoke with members of staff, including room leaders and children at appropriate times during the day.
- The inspector carried out two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She spoke with four members of the company's wider management team who were present on the day of the inspection.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has set high expectations for her team and they have worked together to bring about improvements since the last inspection. Staff morale has improved. Staff say they have a better understanding of their role and responsibilities. Leaders and managers are now supporting room leaders to more effectively use their observations of teaching to help staff to recognise what they need to do to improve their practice. Safeguarding is effective. Staff demonstrate and articulate a clear knowledge and understanding of how to keep children safe. They use 'Candy Floss', the nursery's safety mascot to help children gain a greater understanding of how to stay safe. For example, children know why they need to wear high visibility jackets when on outings. The environment is safe and the 'red spot' system acts a reminder to staff about the risks involved in some activities.

Quality of teaching, learning and assessment requires improvement

Adults observe children regularly to find out what they know and can do already. They use this information to plan an appropriate range of activities and learning opportunities. However, some adults lack confidence in identifying what children need to do next and how to support children to move on in their learning. Adults in the baby room follow children's interests well and support them as they play. Babies 'beam' with delight when they look in the mirror and recognise their reflection. Adults support children's communication and language skills by providing a commentary and modelling language. However, some adults ask younger children and those who speak English as an additional language a constant stream of questions and do not allow them time to think and respond to one before asking the next.

Personal development, behaviour and welfare require improvement

There is some variability in how adults help children develop their independence. For example, as younger children get ready to play outside some adults encourage children to put on their own coats while others miss this learning opportunity. Children enjoy healthy and nutritional meals and confidently provide feedback to the cook. Pre-school children help to lay the table, pour their own drinks and serve their meals. Younger children are learning about healthy eating as they talk about the ingredients they weigh and add to the bowl while cooking. Adults help children know what is right from wrong. Children talk about taking turns and being kind to their friends.

Outcomes for children require improvement

Due to inconsistencies in teaching children do not make the progress they could. Leaders and managers are at an early stage of implementing a system to check and monitor the progress for individuals and different groups of children. They plan to use this information to identify and address any gaps in learning. Children in the pre-school room develop some of the key skills they need to be ready for school. They work out the instructions to programme the electronic bee to move in the right direction. They use their imaginations well as they play in the 'muddy kitchen' and write the food order ready to give to the chef. Adults work closely with other professionals so children with special education needs and/or disabilities get the help they need.

Setting details

Unique reference number	EY492608
Local authority	Richmond upon Thames
Inspection number	1074162
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	138
Number of children on roll	98
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	4 August 2016
Telephone number	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 Richmond upon Thames. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery employs a total of 28 staff; of these, 14 hold relevant childcare qualifications from level 2 to level 6.

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