

Wimbledon Nursery And Pre-School

1a Dorset Road, London, SW19 3EY



Inspection date	6 September 2017
Previous inspection date	3 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Arrangements to support children who have special educational needs and/or disabilities are inadequate. The management team does not monitor children's progress accurately or plan interventions effectively to reduce gaps in their achievements. Some groups of children fail to thrive and do not make sufficient progress from their starting points.
- Managers and leaders do not ensure that staff maintain suitable records and share information effectively with families, professionals and other settings that children attend. They do not link effectively with them to help support continuity in children's learning and care.
- Staff do not assess and track children's progress precisely. For instance, assessments, including the progress checks for children aged between two and three years, do not always accurately identify gaps in learning. Planning is not consistently effective.
- The management team does not review staff performance effectively to help identify weaknesses in teaching practice and staff training needs. For instance, not all staff who work directly with the children know how to support all areas of children's learning and development.

It has the following strengths

- The newly appointed manager has recently evaluated the provision realistically and has a clear view of weaknesses in practice and provision. She has developed clear action plans for improvements, although these are still in their initial stages.
- Overall, babies are emotionally settled and form positive relationships with staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure effective arrangements are in place to support children who have special educational needs and/or disabilities	01/10/2017
■ ensure effective arrangements are in place to share information with parents, professionals and other settings that children attend	01/10/2017
■ ensure that assessments of children's starting points and progress are accurate and effectively inform planning to close gaps in children's learning	01/10/2017
■ ensure that all staff have the necessary skills to deliver the learning programme and to meet the needs of individual children.	01/10/2017

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

- ensure effective arrangements are in place to monitor children's progress and guide staff to address concerns in their learning.

Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspectors observed children and their interactions with the staff, and viewed relevant documents to assess how staff deliver the learning and development requirements.
- The inspectors took account of the views of parents, staff and children.
- The lead inspector carried out a joint observation with the manager and discussed arrangements for staff supervision.
- The inspectors held discussions with the management team, and assessed arrangements for self-evaluation and how managers monitor the progress of different groups of children.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is inadequate

Partnerships with parents and outside agencies are weak. The management team does not ensure that parents are updated regularly about their children's progress and any concerns in their development. It does not act promptly on suggestions from professionals or use funding effectively to help support children who have special educational needs. The management team does not identify weaknesses in staff practice accurately. Staff lack training, support and skills to meet the needs of individual children effectively. These weaknesses have a significant impact on outcomes for children. Monitoring of children's progress is ineffective and fails to provide a clear picture of the progress made by different groups of children. Safeguarding is effective. Staff understand how to identify concerns for children's welfare and report any issues. They have updated their knowledge of changes to safeguarding guidelines.

Quality of teaching, learning and assessment is inadequate

Staff do not assess and track children's progress accurately. For instance, they do not consistently record their observations of emerging concerns in children's learning and identify areas in which children need further support. Teaching practice is weak. For instance, not all staff who cover staff absences know how to meet individual children's needs effectively. Staff provide opportunities for older children to learn about similarities and differences between themselves and others. They provide opportunities for children to learn about community helpers, for instance, they take them on visits to the fire station. This helps to support children's understanding of the world.

Personal development, behaviour and welfare are inadequate

Not all staff have the knowledge and skills to consistently guide children's behaviour and personal development effectively. For instance, they do not always help children to learn to take responsibility for their actions, such as tidying up toys that they knock onto the floor. They do not fully support opportunities for children to learn to do things for themselves, such as learning to blow their nose. Staff support babies appropriately to help them build on their physical skills, such as learning to crawl. Staff clap and praise children, which helps support children's self-esteem and confidence in their abilities. Overall, older children learn to share their experiences with others and learn to take turns appropriately during play.

Outcomes for children are inadequate

Children who have special educational needs and/or disabilities do not have sufficient opportunities to make progress towards next stages in their learning. Older children learn to explore the use of technology, which helps prepare them for future learning.

Setting details

Unique reference number	EY464601
Local authority	Merton
Inspection number	1112504
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 - 4
Total number of places	93
Number of children on roll	88
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	3 April 2014
Telephone number	0203 780 3029

Wimbledon Nursery And Pre-School registered in June 2013. It operates on Monday to Friday, throughout the year. Opening hours are from 7.30am to 6.30pm. The nursery receives funding to provide free early education for children aged three and four years. There are currently 22 members of staff who work directly with the children. 17 members of staff hold relevant childcare qualifications, including one member of staff who holds qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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