

Spencer Nursery School

Spencer Road, Mitcham Junction, Mitcham, Surrey, CR4 4JP



Inspection date

27 September 2017

Previous inspection date

9 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have made the garden a highly conducive learning area that greatly supports children's learning. For example, they have changed the flooring so that the crawlers and non-mobile babies can thoroughly enjoy the outside learning. They have also made sure that most-able children can decide where they wish to play and learn, to support their independence even more.
- Staff work exceptionally well with the parents. Parents regularly share with staff what the children have been achieving at home. Staff use this to inform their outstanding planning to make sure that it is highly individualised to meet the children's needs, to help them make significant progress in their learning.
- Leaders are highly motivational and share their expectations with all staff. Staff attend meetings with leaders and discuss areas to improve within the nursery room. Recent training on language development has greatly helped staff to support children's language skills.
- Leaders monitor children's learning and highlight areas for staff to work on next. They analyse data to assess areas where children need more support, for example, in children's personal, social and emotional development and communication development. This enables staff to rapidly narrow any gaps in children's learning.
- Staff plan first-rate activities to support all children's learning and development. They take into account children's low starting points and differing abilities, to help them make significant progress in their learning and development and ready for their next stage of learning.

What the setting needs to do to improve further

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

- build on already excellent practice, to help younger children become even more aware of the importance of healthy eating.

Inspection activities

- The inspector observed the children in the under-two's room, in the garden and main play area, and jointly observed activities with the deputy head teacher.
- The inspector spoke with the head teacher, staff and children at appropriate times during the inspection.
- The inspector took into account the views of the parents.
- The inspector discussed with the deputy head teacher how they review staff practice in the nursery.
- The inspector sampled documents, including children's files, tracking of children's progress, policies and procedures.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The provider and staff have an excellent understanding of the requirements to safeguard children and the procedures to follow should they have any concerns regarding their welfare. Staff work in excellent partnership with others to ensure children's safety and well-being, and to share the progress children are making. They follow up with other settings the children move to, to make sure they are safe and have all the relevant information to help with their learning and development. Staff work in excellent partnership with parents to gather their views on the practice in the nursery room. Recent suggestions have been to increase the parent and staff meetings, which have been a great success to share the children's progress and next steps in learning. This helps to provide excellent continuity of care and learning for the children.

Quality of teaching, learning and assessment is outstanding

Staff work extremely closely with the local early years team. They work with the deputy head teacher to assess practice and give suggestions on improvements. Recent changes have been to planning and how they individualise this to each child, to make sure it is highly tailored to each child's next steps of learning and key interests. Achievement gaps for all groups of children are rapidly closing. For example, children learning English as an additional language are now at the typical stage of learning for their age. Children develop excellent language skills. Staff are highly skilled in adapting the language they use so that all children can learn new words. For example, during a play dough activity, staff used the words 'slippery', 'slimy' and 'snail shell' for the most able children to try to say as they made a snail. Children excitedly used these words to describe their creations and eagerly showed other staff, who mirrored the children's excitement and praised the children for their excellent work.

Personal development, behaviour and welfare are outstanding

Children's personal and social development is exceptional. The children are all highly mindful of each other and readily support each other during activities. For example, as children use the slide, they patiently wait their turn and staff praise them for their excellent behaviour. Staff are highly mindful of not stopping activities to change children's nappies, and they ask them if they would come to get their nappies changed. Afterwards, the older children come running out and tell their peers it is their turn. This also greatly helps to support children's social development. Occasionally, staff do not take all opportunities to further extend children's extremely good awareness of healthy eating.

Outcomes for children are outstanding

When they start at the nursery, the majority of children have achieved below typical levels of progress for their age. They make excellent progress and are highly motivated to learn. Children are exceptional problem solvers, given their ages. They are highly skilled in completing puzzles and working out which pieces match the shapes left on the board. They manipulate the pieces to slot them into place. The babies thoroughly enjoy learning how to build towers and they develop excellent hand-to-eye coordination.

Setting details

Unique reference number	EY280332
Local authority	Sutton
Inspection number	1112464
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 2
Total number of places	12
Number of children on roll	26
Name of registered person	Spencer Nursery School Governing Body
Registered person unique reference number	RP523692
Date of previous inspection	9 December 2014
Telephone number	0208 648 4126

Spencer Nursery School is a maintained school and registered in 2003. It is in Mitcham Junction, in Mitcham, Surrey. The nursery is open each weekday from 8am to 6pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are 11 staff working in the under-two unit. Of these, 10 staff hold early years qualifications at level 3 or above, including two who are qualified teachers.

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