

Noddy's Nursery School

Trinity Church Hall, Beaumont Road, London, SW19 6SP



Inspection date	25 October 2017
Previous inspection date	24 September 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

- Staff develop very supportive relationships with children and parents. Children settle quickly when they start at the nursery. Staff across the nursery are particularly skilful at helping children and parents feel comfortable and at ease. This helps to support children's emotional well-being.
- Staff follow children's interests and provide activities that they know will engage them. For example, staff play peek-a-boo with babies, encouraging them to develop their early walking skills by moving around the furniture to hide. Older children play 'What's the time Mr Wolf' using numerals to support their recognition of numbers.
- Managers have an in-depth knowledge of the quality of practice in the nursery. They provide staff with many opportunities for professional development. They continually strive for improvement in the quality of teaching and learning.
- Staff collect detailed information about children's learning and identify how they can support them to make progress. Children make good progress from their starting points and are well prepared for the next stages in their education.

It is not yet outstanding because:

- Although monitoring of children is generally precise, some staff do not consistently identify new things children have learned, particularly when children move to a different room, to help them plan for their learning needs more effectively.
- Although planning for learning is generally good, on some occasions what children will learn from an activity is not identified, which leads to missed learning opportunities.

What the setting needs to do to improve further

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

- use tracking more effectively to consistently identify children's current levels and their next steps, especially when they move on to their next room
- extend planned activities to more consistently include the learning opportunities for children.

Inspection activities

- The inspector observed the quality of teaching during a range of activities in each room and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector reviewed a sample of written policies and other documentation, including the suitability checks of staff working in the nursery.
- The inspector spoke with the children and staff, and held a meeting with the manager and the provider.

Inspector

Matthew West

Inspection findings

Effectiveness of the leadership and management is good

Managers constantly take action to improve the quality of the provision for children. For example, they have worked hard to create a learning environment where babies can make choices, explore natural materials and have fun. Managers use a variety of strategies to collect the views of parents to feed into their self-evaluation process. They provide a safe and secure environment for children to play, learn and explore. They have clear procedures to ensure that staff are suitable to work with children and to monitor the quality of care that staff provide. They use this information to support future training needs. Safeguarding is effective. Managers and staff have a good understanding of what to do if they are worried that a child may be at risk of harm. This helps them to support children's welfare effectively. Parents are very positive about the nursery and their children's progress.

Quality of teaching, learning and assessment is good

Staff have high expectations for children's achievements. They share information with parents before children start, and observe children's interests and skills. This helps them to provide a stimulating learning environment. Staff are particularly skilful at noticing learning opportunities as they arise. For example, during a conversation over lunch about birthdays, they encouraged older children to compare similarities and differences about their celebrations, their parents and the different communities to which they belong. Staff ask younger children questions about what they are doing, to develop their language skills, as they thread pipe cleaners in a colander. Staff generally note the progress that children make and regularly update parents on their children's progress to keep them well informed.

Personal development, behaviour and welfare are good

Children follow the staff's high expectations of behaviour and demonstrate good levels of self-control. Children show pride in their achievements. For example, three-year-old children persevere with putting on their own socks and, when offered help by staff, say 'No, I do it'. Children have opportunities to be physically active inside and outside. For example, young children run under a parachute as staff lift it, and use language, such as 'up', 'down' and 'under'. Staff encourage healthy eating. Healthy balanced meals are freshly prepared on site by the chef. Babies are encouraged to feed themselves finger foods under the watchful eyes of staff, while older children serve themselves lunch.

Outcomes for children are good

All children make particularly good progress in their communication and language. For example, toddlers ask 'how' and 'why' questions of visitors to the nursery, and older children listen and answer questions about their family members. Babies make good progress in their physical development. For example, they receive good support from staff to take their first steps as they get up from having their snack.

Setting details

Unique reference number	123187
Local authority	Wandsworth
Inspection number	1058736
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	81
Number of children on roll	96
Name of registered person	Sarah Edwards and Christine Munro Partnership
Registered person unique reference number	RP522467
Date of previous inspection	24 September 2012
Telephone number	02087859191

Noddy's Nursery School was established in 1985 and registered in 1992. The purpose built nursery is located in the London Borough of Wandsworth. It opens five days a week from 7.20am to 6.30pm, all year round with the exception of one week at Christmas. It is one of two nurseries owned by the provider. There is a team of 39 staff, with 33 working directly with children. Of these, 29 staff hold relevant childcare qualifications at level 2 and above, including two who have qualified teacher status and one who has early years professional status. The nursery receives funding to provide free nursery education to three- and four-year-old children.

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