

# Top of the Class Nursery and Pre-School



Top of the Class Nursery, 332 Upper Richmond Road West, London, SW14 7JR

## Inspection date

14 December 2017

Previous inspection date

24 January 2014

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 well-qualified staff team accurately assesses children's achievements and understands their developmental needs. All children, including those who speak English as an additional language, make good progress and develop the skills they need for future learning.
- Children enjoy the time they spend in the nursery. They explore the play areas confidently, show a sense of belonging and build strong bonds with staff.
- Partnership with parents is strong. Staff gather detailed information about children's care needs and capabilities before they start. Parents are very complimentary about the manager and staff team and the support they provide for individual children and their families.
- Children behave well and show kindness and consideration to one other. For example, they share resources and make space for their friends so they can engage in their play.
- The management team deploys staff well. Staff are vigilant of children at all times. They consistently assess and minimise risks to help keep them safe.

### It is not yet outstanding because:

- Systems for performance management are not fully effective, to help sharpen the skills of staff and to ensure that children receive the highest quality of teaching.
- At times, staff miss opportunities to help children reach their full potential, with particular regard to encouraging children to think for themselves and share their ideas.

## What the setting needs to do to improve further

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

- develop an even stronger and more focused programme for staff's professional development to help staff deliver the highest levels of teaching to children
- provide children with more opportunities to think for themselves and share their ideas.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of their responsibilities to protect children in their care. They know the procedures to follow if they have any concerns. Staff have attended training and increased their understanding of safeguarding matters, such as how to protect children from extreme views. Staff, overall, use new skills to extend children's learning further. For example, they confidently use observations to successfully plan for what children need to learn next. The manager and staff accurately identify priorities for improvement. For instance, they have successfully introduced a system to help parents share information about children's learning at home more effectively. Partnerships with other professionals involved in children's care help to promote continuity for children's well-being and learning.

### Quality of teaching, learning and assessment is good

The management team and staff successfully monitor the progress of children to identify and reduce any gaps in their learning. Staff support children's growing communication and language skills well. For example, toddlers sing along to favourite songs. They have fun creating sounds as they bang, shake and tap different types of musical instruments. Babies delight in exploring natural resources provided, such as mixing cornflour and water. They immerse their hands in the mixture letting it trickle through their fingers. Staff provide new words to extend children's emerging vocabulary, such as 'cold' and 'slimy'. Older children become engrossed in activities supporting their imaginations. For example, they design houses and focus on building constructions.

### Personal development, behaviour and welfare are good

Children settle quickly and easily and show they feel emotionally secure. They move confidently around the play space and freely choose activities and resources that follow their own interests. Children have good opportunities to play outside. They enjoy being physically active and learn to negotiate space on ride-on toys. Younger children show curiosity and explore the smell and feel of herbs in the new sensory garden. Staff teach children to manage their own risk and to think about their personal safety. For example, children know to tidy away toys to help minimise potential hazards. Children develop their independence well. Older children are beginning to manage their care needs well and babies receive support to feed themselves.

### Outcomes for children are good

Children are enthusiastic and active learners who explore their environment and enjoy learning. They develop the skills they require in readiness for school. Children count and use numbers in their play. They learn to link sounds with the written letters they represent. Pre-school children can recognise their name and begin to write it. Toddlers gain physical control. For example, they learn to twist screws and use scissors correctly. Babies develop strength and balance. For example, they crawl between the toys and negotiate slopes.

## Setting details

<b>Unique reference number</b>	EY406031
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1068983
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Rainbow School and Nursery (Richmond) Ltd
<b>Registered person unique reference number</b>	RP908910
<b>Date of previous inspection</b>	24 January 2014
<b>Telephone number</b>	02088765020

Top of the Class Nursery and Pre-School registered 2010. It is a privately owned nursery run by Rainbow School and Nursery (Richmond) Ltd. The nursery operates from a house in East Sheen, within the London Borough of Richmond upon Thames. The nursery is open each weekday from 8am to 6pm for 51 weeks in the year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are 20 staff employed to work with the children, all of whom have an early years qualification. This includes four qualified teachers and three staff who hold degrees.

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