

Graceland Nursery School

Castelnau Library Hall, 75 Castelnau, London, SW13 9RT



Inspection date

Previous inspection date

23 April 2018

16 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not have an up-to-date knowledge of wider safeguarding issues, including the 'Prevent' duty guidance. However, they are aware of signs and symptoms that would raise their concerns and know the procedures to follow to manage these.
- The quality of teaching is variable. Staff do not consistently challenge and extend children's learning as well as possible. Although they make regular observations and assessments, they do not use these effectively enough to close identified gaps in children's learning. This does not help children make the best possible progress.
- Staff do not consistently plan the use of resources effectively to provide children with sufficient challenge to extend their learning further, particularly in the outdoor area.
- The provider identifies some areas for improvement but does not take sufficient action to address these, to raise the quality of staff's practice and outcomes for children.

It has the following strengths

- Children form secure relationships with their key person and other staff. They receive encouragement and praise in the caring environment staff provide. Children are supported well on arrival, and show that they feel secure and safe in the care of staff.
- Children play with good-quality, well-cared-for resources. In the indoor environment, staff present these attractively, which encourages children to enjoy their play.
- Staff have positive relationships with parents and carers. Parents and carers speak positively about the care and attention their children receive from 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
■ develop staff's knowledge about wider safeguarding issues, including the 'Prevent' duty	23/05/2018
■ improve staff's knowledge and skills to raise the quality of teaching, including planning effective learning experiences tailored to children's individual needs to help close any gaps in their development and to ensure they all make good progress.	23/07/2018

Inspection activities

- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector observed staff's interactions with children and parents and the resources and activities used indoors and outdoors throughout the inspection.
- The inspector held discussions with the provider, including about assessment methods and planning to support children's progress, and partnerships with parents and other agencies.
- The inspector undertook two joint observations with the provider.
- The inspector reviewed and sampled a range of documents, including some policies, risk assessments, children's learning records and staff's files.

Inspector

Trina Lynskey

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the referral process if they have concerns about children's welfare. However, they are not aware of the 'Prevent' duty to further support their understanding of safeguarding. This does not have a significant impact on children's welfare as staff know how to recognise and manage any concerns. The provider has a good knowledge of early years practice and recognises some areas for improvement. However, she does not take sufficient action to raise the quality of the provision or support staff's professional development well enough to help them provide more effective teaching. Although the provider identifies gaps in children's learning, she does not address these as effectively as possible.

Quality of teaching, learning and assessment requires improvement

Staff know children well. However, they do not plan or support children's learning and development effectively enough. For example, staff do not consistently ask challenging questions to help children develop their thinking skills. They do not consistently plan the use of resources effectively or adapt activities well enough to support children's learning more effectively. For example, they do not plan the outdoor area to offer activities that cover all areas of learning to support children who prefer to learn outdoors. Staff are enthusiastic and regularly engage with children, such as encouraging them to join in with counting and conversations. Staff provide small focused group activities which help support children to develop some skills ready for their next stage in learning. They share some information with parents to help support children's development at home.

Personal development, behaviour and welfare require improvement

Children are not consistently motivated to learn as well as possible. For example, at carpet time, younger children rolled around and did not participate or listen well. Older children make friends and know and follow the routines well, such as at carpet time and washing their hands for snack. Staff are responsive to children's needs. For example, they comfort children when needed or join in their excitement when playing a game. Children develop some independence, such as putting on their lunch smocks. Older children develop a sense of responsibility, including helping to tidy up and sweep up sand.

Outcomes for children require improvement

Children develop some of the skills ready for starting school. However, they do not make the progress they are capable of due to the weaknesses in the quality of teaching. Nevertheless, children enjoy their time at the nursery. At times, older children show enthusiasm for learning. For example, they joined in a ball game with excitement. However, younger children and those learning English as an additional language sometimes lose interest in activities. For example, at times they wander around the room and are not fully engaged in play or learning.

Setting details

Unique reference number	EY435687
Local authority	Richmond upon Thames
Inspection number	1125307
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Vivienne Birshan
Registered person unique reference number	RP907197
Date of previous inspection	16 October 2015
Telephone number	07870 651 934

Graceland Nursery School is privately owned. It registered in 2011 and is located in Barnes, in the London Borough of Richmond upon Thames. The nursery is open term time only. From Monday to Friday it is open from 9am to 1.30pm and on Thursday there is an afternoon session from 1.30pm to 3pm. There are three members of staff who work with the children, all of whom hold appropriate early years qualifications. The nursery receives funding for free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

