

Tadpoles Nursery School

The Pavilion, Carlisle Park, Wensleydale Road, HAMPTON, Middlesex, TW12 2UL



Inspection date

23 May 2018

Previous inspection date

14 December 2015

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 managers are committed to providing a good-quality service. They supervise staff well to ensure they understand their roles and responsibilities. Staff say they receive targeted support that helps them to improve their practice and teaching skills.
- The managers share information with parents in a sensitive and timely manner. For example, they inform parents about the organisation of the nursery, including any changes in staffing. Parents comment very positively on the care that staff provide.
- Children make good progress in relation to their starting points. For instance, children develop their early writing in readiness for school. They are beginning to write letters, such as those in their name.
- Children benefit from the wide range of opportunities that supports their healthy lifestyles. For example, they have regular outings that enable them to practise their physical development and to broaden their knowledge of the world.
- Supervision of children is effective. Staff complete regular risk assessments of the premises and outings to help keep children safe.

It is not yet outstanding because:

- At times, staff do not make the best possible use of group times to support children's learning and enjoyment thoroughly.
- Sometimes, staff miss opportunities to develop children's awareness of how to identify and manage age-appropriate risks.

What the setting needs to do to improve further

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

- support staff in organising group activities more effectively to minimise interruptions to children's learning and enjoyment
- make full use of opportunities to raise children's understanding of age-appropriate risks and how to manage them more effectively.

Inspection activities

- The inspector read the setting's evaluation form and discussed with the management team how it evaluates the provision and targets areas for improvement.
- The inspector carried out a joint observation with one of the managers and discussed children's play, learning and progress with her. She examined children's learning records.
- The inspector observed the quality of teaching during indoor activities and spoke to staff and children at appropriate times. She accompanied staff and children on their outings.
- The inspector spoke to parents to obtain their views about the nursery.
- The inspector examined a sample of documentation, including safeguarding procedures and staff's suitability checks.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff have a secure understanding of child protection issues. They are confident in the reporting procedures, including if they had to escalate matters to protect children's welfare. The managers check staff's suitability to work with children. They offer staff regular guidance to help maintain the good-quality service. For example, following training, staff have learned more ways to enhance children's creativity and imagination. This has improved children's overall learning experiences. The managers evaluate what they do well and value the opinions of staff, parents and children to help target areas for development. For instance, staff have reflected on and improved the teaching of early writing to engage boys more effectively.

Quality of teaching, learning and assessment is good

Staff observe and monitor children's progress regularly, which enables them to identify children's individual learning needs successfully. They use the information well to plan a wide variety of interesting activities, including a range of outings to supplement their teaching. For example, when staff observed that children showed an interest in vehicles, they planned a group project to extend children's curiosity and imagination. Children showed good levels of concentration as they experimented and explored a range of art and recyclable materials. They enjoyed cutting and sticking and successfully created a three-dimensional 'tractor.' Staff skilfully engaged children in conversations and offered them praise to build their confidence. Overall, children are very motivated to take part in activities.

Personal development, behaviour and welfare are good

Staff use their skills effectively to create a welcoming and bright environment for the children. For example, they display children's work and photographs beautifully to develop children's sense of belonging and to help them feel valued. Staff manage children's behaviour well. For instance, they model good manners and encourage children to share their toys. Children learn the nursery's boundaries and expectations appropriately. They have plenty of opportunities to play outdoors and enjoy healthy snacks, supporting their good health and physical well-being. Children form close and trusting relationships with their peers and the nursery staff.

Outcomes for children are good

Overall, children gain the necessary skills in preparation for the next stage in their learning, including their move on to school. They develop their early mathematical skills successfully, such as during planned activities and spontaneous play. Younger and older children enjoy spending time in the role-play areas. They have fun trying on different dressing-up costumes and exploring a range of musical instruments. This helps children to develop a positive attitude to learning. Children are independent and confident learners. For example, they help staff to prepare snack and make decisions during play.

Setting details

Unique reference number	507781
Local authority	Richmond upon Thames
Inspection number	1128317
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	13
Name of registered person	The Hamptons Day Nursery Limited
Registered person unique reference number	RP518793
Date of previous inspection	14 December 2015
Telephone number	07873 648694

Tadpoles Nursery School registered in 2000. It operates from the cricket pavilion in the London Borough of Richmond-upon-Thames. The nursery opens during term time only, from 8.45am until midday from Monday to Friday. The nursery employs six staff members. Of these, four staff members hold relevant early years qualifications from level 3 to level 4. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old.

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