

Eastwood Day Nursery

166 Roehampton Lane, LONDON, SW15 4HR



Inspection date

16 July 2018

Previous inspection date

9 May 2016

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:

- The provider and manager do not yet provide staff with targeted support and coaching to ensure that the quality of teaching is consistently strong.
- The quality of teaching is variable across the nursery. For example, teaching in the baby room is less effective in ensuring that the activities are sufficiently challenging. Not all children make the progress of which they are capable.
- At times, children wait too long between activities and daily routines. This does not make the most of children's learning experiences.
- The provider and manager do not evaluate the provision rigorously enough, to identify and address the weaknesses in practice.

It has the following strengths

- The manager and staff form positive partnerships with parents. They share relevant information with parents about their children's learning and care routines. Parents report that they are happy with the service that they and their children receive.
- Staff support children's physical development well. Children gain confidence as they explore the outdoors to exercise and practise their balance and agility.
- Staff are kind and approachable. They develop close relationships with the children that support their emotional well-being. Children are settled and feel reassured.
- Staff manage children's behaviour appropriately. For instance, they use 'please' and 'thank you' routinely and teach children to care for living things.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ put in place effective arrangements for the supervision of staff, which identify and provide appropriate support, coaching and training to improve the quality of teaching	24/08/2018
■ provide all children with challenging and enjoyable experiences in all areas of learning to help them make good progress.	24/08/2018

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

- review and improve the organisation of the daily routines, to help ensure children make the most of all learning experiences, particularly in the baby room
- evaluate the quality of the provision rigorously to identify all areas that require improvement, to improve outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities. She spoke with staff and interacted with children at appropriate times.
- The inspector checked documents relating to the suitability and qualifications of staff, and sampled documentation, including safeguarding procedures, accident records and risk assessment procedures. She sampled children's learning records.
- The inspector discussed with the provider and nursery manager how they evaluate their provision and their target areas for improvement.
- The inspector spoke with parents during the inspection and read written feedback from them to gain their views about the nursery.
- The inspector carried out two joint observations with the nursery manager.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and manager do not evaluate the provision rigorously enough, to identify and target all areas for improvement, such as the variability in teaching. Safeguarding is effective. The manager and staff have a sufficient knowledge of child protection issues and know how to report any concerns to protect children's welfare. They understand the setting's safeguarding procedures and guidelines on whistle blowing and how to manage concerns about practice. The manager takes appropriate steps to check staff's initial and ongoing suitability to work with children. She offers staff some training opportunities. For example, staff have developed their knowledge of how to support children with their behaviour more effectively. However, staff supervision is not targeted enough to ensure all staff receive the right levels of guidance and support to improve the quality of teaching.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable and staff do plan suitably challenging activities for all children. For example, during a planned activity, staff did not give younger children clear instructions to help them understand what to do. Children found the activity mundane and unimaginative, which resulted in them wandering away. On other occasions, staff sing songs repetitively and without variation, which does not successfully motivate children to take part. This limits children's overall learning. Despite this, younger children have some opportunities to explore messy play that supports their creative skills. Older children practise their early writing and reading successfully in readiness for school.

Personal development, behaviour and welfare require improvement

At times, staff do not plan parts of the daily routines effectively enough to make the most of children's learning experiences. For example, younger children become bored and restless as they wait too long between activities and daily routines. However, staff have regard for children's safety. For instance, they maintain the required adult-to-child ratios and supervise children sufficiently. Staff are well deployed, which enables them to deal with accidents. They follow appropriate procedures for risk assessing the premises and when supporting children with toileting.

Outcomes for children require improvement

Some children do not gain all the skills that they need for the next steps in their learning. However, children with delayed language skills benefit from their positive interactions with the staff. Older children develop their early mathematical skills, for example, as they experiment with play tiles. They have fun describing and comparing their work with their peers. Younger and older children have some opportunities to develop their self-care and independence skills.

Setting details

Unique reference number	EY370392
Local authority	Wandsworth
Inspection number	1140957
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	75
Number of children on roll	94
Name of registered person	Eastwood Nursery School Governing Body
Registered person unique reference number	RP527917
Date of previous inspection	9 May 2016
Telephone number	02088 763976

Eastwood Day Nursery registered in 2008 and is open from 8am until 6pm on Monday to Friday, for 51 weeks of the year. There are 11 staff members, including the manager. Of these, two staff members hold an early years degree at level 6 and eight hold relevant childcare qualifications at level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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

