

Meadowview Nursery

Meadowview, 111 Ashburnham Road, Ham, Richmond TW10 7NN



Inspection date	6 September 2018
Previous inspection date	21 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager has a positive attitude to her role. She listens to and carefully considers the views of others, including parents, to benefit children's care and learning. For example, she has developed systems for assessing the progress of groups of children to help them achieve good outcomes.
- Children benefit greatly from playing outdoors regularly. Babies, toddlers and pre-school children enjoy a wide range of activities that supports their growth and development.
- Staff follow well-established settling-in procedures that help them to build strong relationships with all children, including those who are new to the setting. Children show that they feel safe and emotionally secure.
- Children make good progress from their starting points. For example, they learn to behave well and appreciate the similarities and differences between people.
- Staff form close partnerships with parents that support children's emotional well-being. Parents speak highly of staff and the level of care that they provide. Parents describe staff as 'very warm and welcoming'.

It is not yet outstanding because:

- Although the manager provides staff with support and training, these are not focused sharply to identify how individual staff members can raise their teaching to the highest level.
- At times, some staff interrupt children's play to carry out daily tasks. Consequently, children do not consistently have enough time to extend their own play.

What the setting needs to do to improve further

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

- extend the opportunities for staff to engage in targeted professional development to help identify and build on their teaching skills, to raise the quality of teaching to the highest level
- make more effective use of the daily routines to help minimise interruptions to children's play so that they can complete learning to their own satisfaction.

Inspection activities

- The inspector discussed with the nursery manager how she evaluates the provision and targets areas for improvement.
- The inspector carried out a joint observation with the nursery manager and discussed children's play, learning and progress with her. She sampled children's learning records.
- The inspector observed the quality of teaching during indoor and outdoor activities, and spoke with staff and interacted with the children at appropriate times.
- The inspector spoke with parents to obtain their views about the nursery.
- The inspector sampled documentation, including safeguarding procedures, staff's suitability checks and records of accidents and incidents.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the quality of the provision regularly and has identified areas for improvement, such as developing the outdoor area to benefit children's play more effectively. She provides staff and volunteers with a thorough induction to enable them to carry out their roles and responsibilities confidently. Arrangements for safeguarding are effective. The manager follows robust recruitment procedures to assess staff's suitability to work with children. She offers staff child protection training to secure their knowledge of this area. The manager and staff know how to identify and report any concerns they might have about a child's welfare. They supervise children well and carry out rigorous checks of the premises to help keep children safe. Staff are confident in dealing with and recording children's accidents.

Quality of teaching, learning and assessment is good

Following training, staff have improved the way they prepare activities to help increase children's participation. They plan a good range of activities, indoors and outdoors, that stems from their sensitive observations and assessments of what children know and can do. For example, babies and toddlers enjoy listening to favourite stories using books and hand puppets, which supports their communication and language skills well. They have a wonderful time as they listen and copy actions for nursery songs and rhymes. Older children show good levels of concentration as they experiment with different writing tools in readiness for school. Staff use their skills effectively to help develop children's mathematical skills. For example, they incorporate shapes and numbers purposefully during play and planned activities. Children are motivated to learn.

Personal development, behaviour and welfare are good

Staff place a high emphasis on supporting children's emotional well-being. For instance, they use kind words and cuddles to reassure children. Staff praise children for their efforts and children respond to this very positively. Children learn to make sense of their physical world and their community. For example, they enjoy outings with staff and have many opportunities to grow vegetables in the garden. Staff teach children to be independent learners. For instance, they give children age-appropriate tasks. Babies and toddlers help adults to tidy away the toys, and older children take responsibility for their personal needs.

Outcomes for children are good

Overall, all children, including those who learn English as an additional language, gain the important skills that they need for their future learning, including their move on to school. Older children develop good levels of social confidence. For example, they ask age-appropriate questions and initiate conversations with their peers and adults. Babies and toddlers develop their curiosity, such as when they explore different play resources. They particularly enjoy using paints and chalks, which supports their early writing skills.

Setting details

Unique reference number	EY306202
Local authority	Richmond Upon Thames
Inspection number	10073522
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	56
Number of children on roll	44
Name of registered person	Lambsmead (Nurseries)Ltd
Registered person unique reference number	RP904922
Date of previous inspection	21 June 2016
Telephone number	0208 9403003

Meadowview Nursery registered in 2005 and it is located in the London Borough of Richmond Upon Thames. The nursery is open from 8am until 6pm, Monday to Friday, except for Christmas and bank holidays. The nursery employs 14 staff members, including the manager who holds early years professional status. The remaining staff members hold relevant early qualifications from level 2 to level 6. 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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