

Graceland Nursery School

Castelnau Library Hall, 75 Castelnau, LONDON SW13 9RT



Inspection date	25 January 2019
Previous inspection date	23 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- The provider does not have an efficient system for supervision of staff in place to provide support and coaching in order to raise the quality of teaching.
- Staff miss opportunities to support children's language development. There are inconsistencies in the quality of teaching and this has an impact on the progress children make.
- The provider does not monitor development of groups of children. As a result, she does not identify those children who might need additional support with their learning.

It has the following strengths

- Children take part in a variety of activities, for example baking, drama and visits to the local library. They develop appropriate mathematical skills and can distinguish between different shapes and sizes.
- In general, children feel safe and play happily. They build trusting relationships with staff and form a bond with their key person.

What the setting needs to do to improve further

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

	Due date
implement effective supervision and coaching to support staff in their ongoing professional development, in order to promote quality of teaching.	25/03/2019

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

- promote consistency of good teaching and strengthen staff's knowledge of how to support children's language and communication skills
- implement a system to monitor the progress of specific groups of children, so the manager has an overview of the progress those groups are making and learning is tailored to raise their achievements.

Inspection activities

- The inspector held a meeting with the manager to discuss the suitability of staff working in the nursery and procedures for self-evaluation.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector observed activities and quality of interaction between staff and children.
- The inspector spoke to parents and carers during the inspection and took account of their views about the quality of provision.
- The inspector looked at relevant documentation linked to checking children's progress, including observations and assessments.

Inspector

Monika Oliver

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has no arrangements in place to carry out supervision with individual staff to support and provide them with coaching. The manager works closely with an outside agency to address the actions set at the previous inspection. Staff attend training courses to update their knowledge in relation to the 'Prevent' duty guidance and to improve the quality of assessment. Staff have a secure understanding of their roles and responsibilities in relation to keeping children safe. They are aware of local procedures should they be concerned about a child's welfare. Staff share information with parents about children's daily experiences and gather information about children's home lives to plan their learning accordingly. The manager is developing self-evaluation and involves staff in reviewing the nursery's practice.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent and children do not make the best possible progress in their learning. Staff engage children in conversation during activities and ask about their home experiences. However, staff do not fully support children's language development. For example, they do not give children enough thinking time to answer questions and express their own ideas. Staff provide a welcoming environment and plan some suitable activities for children. They are developing a new system to monitor the progress of all children through their observations and assessments. They also work in partnership with parents to identify children's interests and individual needs and to plan their next stage of development. Staff support children's mathematical development well. For example, they describe shapes and sizes when children use wooden shapes and pins to create a pattern on a cork board.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that some children are not developing positive attitudes towards learning. Staff do not recognise children's engagement and motivation towards activities provided. Children behave well according to their age and developmental stage. Staff plan activities to help children to be active and to promote their physical development. For example, children enjoy dancing to music or playing games collecting different coloured cones. Staff encourage children's positive attitudes to healthy lifestyles. For example, they talk about the importance of a healthy diet and eating a variety of fruit and vegetables.

Outcomes for children require improvement

Children enjoy listening to different stories and singing nursery rhymes and they are developing some literacy skills. Not all children make the progress that they are capable of in relation to their starting points, due to inconsistency in teaching. As a result, they are not always well enough prepared for their next stage of learning and moving on to school. The manager does not have a sufficient system in place to monitor development of groups of children. She is not able to identify those children who might need additional support with their learning.

Setting details

Unique reference number	EY435687
Local authority	Richmond Upon Thames
Inspection number	10084891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	10
Name of registered person	Birshan, Vivienne
Registered person unique reference number	RP907197
Date of previous inspection	23 April 2018
Telephone number	07870 651 934

Graceland Nursery School registered in 2011 and is privately owned. It is located in Barnes, in the London Borough of Richmond upon Thames. The nursery operates during term time only. It opens Monday to Friday 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.

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