

Ceres Nursery Ltd, Working Mums Daycare & Preschool



Former Green School, 69 Lower Richmond Road, London SW14 7HJ

Inspection date	3 April 2019
Previous inspection date	23 July 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has a thorough understanding of the strengths of the provision and where improvements can be made to further enhance children's learning. She successfully seeks the views of staff and parents to help make changes and improvements to the nursery, to benefit all children.
- Children understand the high standard of behaviour expected of them and their conduct is impeccable. Older children consistently remind each other of the nursery rules and are exceptionally kind and considerate to others.
- Parents are extremely complimentary about the warm, caring, family atmosphere the staff have created. They say staff provide good advice on how they can continue their children's learning. For example, the regular newsletters include ideas linked to nursery topics, and older children chose from activity packs to complete with parents at home.
- Children are highly inquisitive, confident and talkative. They demonstrate a very positive attitude towards learning. Babies explore their play area confidently, demonstrating their early walking and communication skills.
- Older children develop their creativity as they design and build models. They use their thinking skills effectively to solve problems, such as how to create a bridge that is high enough for the toys trucks to pass under.
- Staff provide consistent praise and excellent support to ensure that children develop extremely high levels of independence and self-esteem. Children from babies through to pre-school age confidently learn to cater for their own personal needs.
- Some parts of the daily routine for older children are less well organised. Therefore, staff miss opportunities to support children's learning.

What the setting needs to do to improve further

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

- review and improve parts of the daily routine for older children, to ensure that children's learning is effectively promoted throughout the day.

Inspection activities

- The inspector observed a range of activities indoors and outdoors and assessed the quality of teaching and its impact on children's learning.
- The inspector held a meeting with the manager and deputy manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector held discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers and staff have a secure understanding of child protection procedures and know how to manage any concerns about children's welfare. The manager and deputy track the progress of individual and different groups of children to identify any gaps in learning. They make effective plans to strengthen the range of staff knowledge and ensure that teaching is targeted to meet children's individual needs. Staff have good opportunities to improve their qualifications and continue their professional development. They speak enthusiastically about recent training and how they will use new information to enhance children's progress in mathematics and creative development.

Quality of teaching, learning and assessment is good

Staff observe children closely and assess their progress accurately. They plan activities that interest children and enable them to take the next steps in their learning. Staff have a good understanding of how children develop and skilfully use a range of teaching strategies to enhance children's learning. For example, during water play, staff ask questions such as, 'How many cups of water will it take to fill the container?' and, 'Will a big cup or small cup be faster?' This encourages children to estimate, count and compare sizes, as a way of developing their mathematical skills. Children who receive additional funding are making good progress and any gaps in their learning are narrowing.

Personal development, behaviour and welfare are outstanding

Staff develop exceptionally strong and positive relationships with babies and children. This promotes an excellent sense of security and emotional well-being. Consequently, children demonstrate that they are extremely confident and well settled. Staff actively promote a healthy lifestyle for all children. For instance, there is a strong focus on physical activity through a superb range of activities indoors and outdoors. Staff provide excellent opportunities for children to learn how to stay safe. Babies learn how to climb and balance safely as they negotiate large apparatus under close supervision from staff. Older children make regular outings to a nearby common, where they begin to assess and manage risks during activities such as tree climbing.

Outcomes for children are good

Children make good progress from their individual starting points. They develop a wide range of skills to support the next stages in their learning and their eventual move to school. Children demonstrate their understanding of the world as they talk about the changes to plants and animals during their life cycles. All children develop a secure foundation for literacy. They enjoy looking at books and listen intently to stories. Older children are able to recount information about characters and events from favourite books. Children of all ages explore different ways to make marks. Toddlers use their fingers to trace shapes in cornflour 'gloop' and children of pre-school age use pencils with increasing skill as they practise writing and drawing.

Setting details

Unique reference number	EY294976
Local authority	Richmond Upon Thames
Inspection number	10060946
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	54
Name of registered person	Ceres Nursery Limited
Registered person unique reference number	RP906908
Date of previous inspection	23 July 2015
Telephone number	0208 392 9969

Ceres Nursery Ltd, Working Mums Daycare & Preschool opened in 1992 and re-registered in 2004. It is open between 7.30am and 6.30pm Monday to Friday throughout most of the year. The provider employs 15 members of staff, 12 of whom hold appropriate early years qualifications at level 3 or level 2. The nursery receives funding to provide free early years education for children aged two, three and four years. It also receives the early years pupil premium funding to cater for the individual needs of some children.

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