

# Inspection of 197 Early Years Nursery

St Paul's Church Hall, 127 Park Road, Kingston upon Thames, Surrey KT2 6DY

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Inspection date: 12 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at nursery. They have warm and affectionate attachments with staff and demonstrate they feel emotionally secure. Staff know children well and provide a stimulating learning environment for children of all ages. They identify children's individual next steps in learning and provide activities that promote these. However, staff do not always organise group time effectively to encourage all children to fully concentrate and engage in activities. New children and babies settle quickly and form strong emotional attachments with their key person. However, at times, children's interests are not fully supported when the key person is absent. Staff interactions enhance children's knowledge and skills through their play. For example, staff support children to learn new words as they pretend to cook in the play kitchen. Children enthusiastically explore the environment and can easily select the toys they want to use from low-level shelves. Older children help themselves to a healthy snack and water independently.

A consistent approach to managing behaviour ensures children feel safe and secure and listened to. Children behave well and have good attitudes to learning. For example, they listen to instructions when it is time to tidy up. Staff help children to understand about taking turns and to share toys from an early age.

### **What does the early years setting do well and what does it need to do better?**

- The managers and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum that effectively supports children to make good progress from their starting points and develop the skills they need for future learning.
- Children benefit from a range of stimulating resources that fire their imaginations and help motivate them to explore, investigate and experiment.
- Parents appreciate the care and time taken by practitioners to provide feedback about their child's learning. Parents are encouraged to be involved in their children's learning, for instance, through questionnaires, parents' evenings and home-learning opportunities.
- The manager and staff have high expectations, overall, for the children's learning and their readiness for school. They work well with other professionals to provide consistent support for children who have special educational needs and/or disabilities.
- Children's emotional well-being is effectively supported while they are settling into the nursery, moving rooms or going to school. However, staff do not always give enough consideration to sharing information with others about their key children. Consequently, children are not always fully supported when their key person is absent.
- Children have regular opportunities to play outdoors and engage in physical

activities. Children and babies enjoy a wide range of messy play activities and explore different textures and colours.

- Recent staff professional development opportunities, such as forest school training, have increased opportunities for children to learn about nature and deepen their understanding of the world around them. For example, children collect leaves and build dens when they visit the local park.
- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. Children comfortably learn how to use scissors to practise their cutting skills to extend their physical development.
- Children's communication and language skills are promoted well. For example, babies and toddlers enjoy listening to stories and repeat words, such as animal sounds, from familiar stories.
- Quiet spaces are provided for children to listen to stories or for specific teaching, such as small-group activities. Occasionally, staff do not make the best use of opportunities to promote children's concentration and engagement during all focused activities.
- Staff teach children about healthy eating options, the effect food has on the body and how some foods are not good for your teeth. For example, children learn how to clean their teeth to improve their oral health.
- Staff are responsive and sensitive to babies' individual needs. They intuitively sing rhymes and read stories during play. This inspires babies to respond appropriately and move around.
- Staff are positive role models and know each child well, overall. They are sensitive and caring towards the children. They recognise when children require extra support and promptly attend to their needs with genuine care and concern.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. This ensures they understand their responsibilities to report concerns about a child's welfare or any inappropriate actions of adults working with children. Managers and staff implement effective procedures and place a good emphasis on ensuring children are cared for in a safe environment. This includes robust recruitment, selection and induction procedures. Comprehensive risk assessments are completed for all areas of the nursery, including outdoors. Effective staff deployment means that all children are well supervised and cared for.

## **What does the setting need to do to improve?**

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

- strengthen the sharing of information between children's key person and other

staff so that children's interest and skills are fully supported if the key person is absent

- plan focused activities more meticulously to make the best possible use of opportunities to support children's concentration and engagement.

## Setting details

<b>Unique reference number</b>	EY287571
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10128422
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 7
<b>Total number of places</b>	89
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Mrs Harjeet K. Mann & Mr Davinder S. Mann Partnership
<b>Registered person unique reference number</b>	RP523061
<b>Telephone number</b>	0208 549 9995
<b>Date of previous inspection</b>	18 February 2014

## Information about this early years setting

197 Early Years Nursery registered in 2004 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of three privately owned nurseries. The nursery operates from St Paul's Church Hall in the London Borough of Kingston upon Thames. The nursery operates from Monday to Friday from 8am until 6pm and offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Frances Oliver

## Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery managers.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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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