

Report for childcare on domestic premises

Inspection date: 10 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the relaxed and homely environment that staff create. They develop strong bonds with staff and seek them out for reassurance and cuddles. Children are supported by perceptive and attentive staff and are enthusiastic and eager to learn. They learn through an effective balance of adult-led and child-led activities and make good progress from their starting points.

Staff plan a good range of activities that children enjoy which are based on their interest and next steps in learning. For example, children enjoy creating patterns as they tap shapes into a board. They follow staff's instructions to tidy up and gather for circle time. During song time, children have fun as they choose to sing their favourite nursery rhyme, promoting their confidence and self-esteem. They behave well as they take turns and use manners such as 'please' and 'thank you'. Children benefit from experiences in the local community. They enjoy trips to the local library and parks. They learn about different people, how they live and the festivals that they celebrate. Staff encourage children to take appropriate risks as they play. They practise their physical skills as they climb and balance on beams with much enjoyment.

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

- The nursery is led and managed well by an effective leadership team. The manager is proactive and passionate about childcare. Staff have regular supervision meetings and are supported well. The manager considers the well-being of staff and monitors their workloads effectively.
- Staff have high expectations for children's learning. The curriculum is carefully planned to help children gain skills in all areas of learning. For instance, they recently planted sunflower seeds and delight in watching them grow. Children are curious and motivated and develop positive attitudes to learning. Staff teach mathematics well as they introduce children to mathematical ideas as they play. Children learn to count, identify numbers and talk about measurements through hands-on activities.
- Staff make accurate observations and assessments of children's progress and identify any gaps in their development. Overall, the quality of teaching is strong. However, occasionally, staff do not make the most of opportunities that arise, including snack time, to fully extend children's learning and independence.
- Children listen intently to what is being taught most of the time. However, some group activities are not organised well enough to maximise children's concentration and attention skills. Some children become disengaged during these times.
- Staff interactions with children are very positive. They are good role models and support children's communication skills effectively. For example, staff model

good language, describe what they are doing and introduce new words to build on children's vocabulary. All children, including those who are learning English as an additional language, are confident to talk and share ideas with others.

- Partnerships with parents are strong. Staff keep parents up to date and involve them with children's ongoing progress through daily discussions and regular newsletters. Parents comment that their children are 'thriving in this family environment'.
- Children have plenty of opportunities for fresh air and exercise in the well-resourced outdoor space. They learn to move around safely and gain an awareness of how to negotiate obstacles as they run. Children behave well and staff teach children effectively about the importance of listening and following instructions in order to stay safe. They enjoy water play and talk enthusiastically about what they are doing as they play. For example, a child says 'I am cleaning the car' as he pours water from a watering can.
- Staff provide engaging opportunities throughout the nursery for children to practise mark making and develop early writing skills. They self-register on arrival and the older children write their name. Children comfortably learn how to use scissors to develop their cutting skills and extend their small-muscle development. For example, children enjoy cutting green beans and counting how many they have.
- Children are offered a variety of fresh fruits at snack time. Staff support their understanding of healthy eating and discuss the fruits on their plates. For example, staff talk to the children about how milk is good for healthy bones. Children are taught good personal hygiene and understand the importance of washing their hands before they eat.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge and understanding of the procedures to follow should they have any concerns about a child's welfare. They can identify the signs and symptoms that may indicate a child is at risk of harm. Staff know the procedures to follow to report concerns. Children are closely supervised, and staff carry out effective risk assessments to identify and reduce any hazards. Staff show a high level of awareness for keeping children safe.

What does the setting need to do to improve?

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

- develop the organisation of adult-led group activities to enable all children to be engaged effectively during these times
- ensure staff maximise all learning opportunities, including daily routines such as snack time, to extend children's learning and independence to the highest level.

Setting details

Unique reference number	511426
Local authority	Richmond Upon Thames
Inspection number	10138170
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	22
Number of children on roll	7
Registered person unique reference number	RP510874
Date of previous inspection	7 January 2016

Information about this early years setting

Parkway Nursery School opened in 1974 and is located in East Sheen, in the London Borough of Richmond. The nursery operates on Monday, Wednesday and Thursday from 9am to 12.15pm, on Tuesday from 8.45am to 3.15pm and on Friday from 9am to 1.15pm, during term time only. It receives funding for early education for children aged three and four years.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the curriculum is planned.
- The provider completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider and the manager. She looked at relevant documents, including children's records and the suitability of staff working in the provision.

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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