

Inspection of Melrose House Nursery School

39 Melrose Road, London SW18 1LX

Inspection date: 12 March 2020

Overall effectiveness **Good**

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 feel safe and settle very well at this vibrant nursery. Staff are warm, kind and welcoming towards children. Children take part in a range of exciting activities. They sit together on arrival and complete the activities on offer. For example, older children complete a number activity while the younger children paint face masks. Children are eager to join in singing songs with instruments. They show good levels of independence and self-care skills. There are many varied opportunities for children to develop their curiosity and language skills. They count competently and have a range of experiences to develop their knowledge of shapes. Children receive regular praise from staff, which helps them to keep motivated during activities. They are guided to make choices in what they do. Children behave well. They listen actively and cooperate with adults. They know to tidy up once they have finished playing. Older children self-register on arrival, while staff gently support younger children. They share, willingly wait their turn and are helpful. Children enjoy being outdoors in the well-organised nursery garden where there are lots of activities to explore. Children make good progress from their starting points.

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

- The manager is ambitious for what children can achieve in this setting. The management team evaluates practice well to help improvement. Staff are supported to gain a childcare qualification and enhance their knowledge and skills. They also receive regular training, supervision and coaching to help improve their personal effectiveness and provide good-quality teaching.
- The learning environment is rich in challenging and exciting resources for children to access. The play areas are bright and well planned for children to make independent choices in where they play. Younger children access a broad range of resources with ease. They show interest in imaginary play, using a toy hammer and nails to attach shapes to a board. Older children have fun as they explore outdoors, using real tools to dig the soil. They develop strong body coordination and movement. Children explore textured balls with curiosity. They fill and empty containers as they talk about 'full', 'more', 'overflow' and 'empty'. Older children confidently use scissors to cut around shapes. This helps to strengthen their arm and smaller hand muscles, which supports writing.
- Independence is promoted very well for all children. They find their coats and skilfully put them on. Older children fasten their zips themselves, while younger children need some guidance from staff. Children learn to manage their self-care routines independently. They wash their hands. However, the facilities for drying hands do not fully promote an effective hygiene routine.
- Children behave well. They listen to staff, follow instructions, share resources and wait their turn. However, on occasions, opportunities to encourage children to develop their confidence to interact with their peers are not fully supported, in

particular for the younger age group.

- Parents speak very highly of the nursery and the staff. They say that staff are very supportive and help them to understand how they can extend their children's learning at home. They say that their children make rapid progress from when they first start.
- Staff plan enjoyable activities that challenge children and help to develop their counting and number recognition. For example, older children correctly identify numbers that staff call out and understand the amount they represent. They know shapes well. For instance, they know that a pentagon has five sides. Children have ample opportunities to develop their reading and writing skills. For instance, younger children use a range of tools to make marks, while older children identify letters and sounds, and learn to write their name competently. Children sit and listen intently to stories, although at times, some group activities do not hold children's interest and they lose their concentration.
- Children learn about people and the wider world. For instance, they learn about different cultural festivals, which helps to raise their awareness and understanding of similarities and differences in others.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training and are confident in their roles to help protect children. They know how to identify, record and report any concerns they might have about children's welfare. They remain vigilant to what they see and hear. The management team follows robust selection and recruitment procedures to help ensure that all staff are suitable. Staff complete daily checks to reduce any risks to children. Managers also conduct checks throughout the day to make sure all areas of the nursery are safe for children to play.

What does the setting need to do to improve?

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

- improve the hand drying facilities to help enhance hygiene routine
- strengthen support to encourage children to develop their confidence in social situation with their peers
- develop the organisation of some group activities to help promote children's learning to even higher levels.

Setting details

Unique reference number	EY369321
Local authority	Wandsworth
Inspection number	10128465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Melrose House Nursery Schools
Registered person unique reference number	RP904506
Telephone number	0208 874 7769
Date of previous inspection	14 November 2014

Information about this early years setting

Melrose House Nursery School first registered in 1991 and re-registered as a limited company, under the same ownership, in 2008. The nursery is located on the ground floor of a detached house in the West Hill area in the London Borough of Wandsworth. The nursery is open during term time only. Sessions are from 9.15am to 12.15pm on Monday to Friday. On Tuesday, Wednesday and Thursday, there is an afternoon session from 12.15pm to 3.15pm. Children can also attend from 9.15am to 3.15pm. The nursery supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. There are six members of staff including the manager. Most staff hold relevant qualifications in childcare at levels 3 and 6.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector joined the manager on a learning walk around the nursery. They discussed how staff organise the curriculum to support children's progress.
- The inspector carried out a joint observation with the manager. She had discussions with staff and held a meeting with the manager to discuss safeguarding and self-evaluation.
- The inspector looked at a sample of policies and procedures, training certificates, staff qualifications, children's attendance records, and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection 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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