

Inspection of Nursery on the Green

65-67 High Street, Colliers Wood, London SW19 2JF

Inspection date: 13 May 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The management team and staff fail to meet all requirements of the 'Statutory Framework for the early years foundation stage'. This undermines the well-being of children in the nursery and the ability of staff to deliver the best possible outcomes. Staff have a limited knowledge of their roles and responsibilities and do not meet the needs of all children. Staff provide a range of activities, however, these do not take into account all children's interests or what they already know and can do. While staff are friendly and children are, generally, settled, some staff have not formed effective relationships with children to ensure they feel secure and build positive relationships. Staff have a consistent approach to managing behaviour and children respond well to this. 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. Children are given praise and encouragement and staff celebrate children's achievements, which supports children's confidence and self-esteem. However, as the curriculum is not carefully tailored to each child's needs, children do not consistently want to engage in activities and lose interest in their learning.

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

- The management team and staff have failed to implement a well-designed curriculum that takes into account children's individual needs. Not all children engage in planned activities and some staff demonstrate a poor understanding of what they want children to learn and the impact of the activities on individual children's learning and development. This has a negative impact on their progress and means children are not appropriately prepared for the next stage in their learning.
- The key-person system is not effective. Some staff are unaware of who their key children are and have limited knowledge about their learning needs. This information has also not been shared with parents, with most not knowing who their child's key person is. This does not support children's personal and emotional development well.
- Although staff complete children's progress checks at age two, these are not completed effectively, to identify areas of children's development within the prime areas of learning. Therefore, any gaps in learning are not identified quickly. Parents are also not involved consistently in the process or made aware of the areas of concern.
- Staff have positive relationships with parents but have not developed an effective two-way flow of communication with them. Staff have not looked at different ways of keeping parents updated with their children's learning or shared ideas of how parents can support children's learning at home.
- The management team complete regular supervisions with staff and monitor

their practice. However, these are ineffective as some staff lack a good understanding of their roles and responsibilities in helping children learn and make good progress. The quality of teaching is not secure.

- Children who speak English as an additional language are not well supported. Not all staff are aware of children's home languages and processes are not in place to support children to use them in the nursery.
- Children learn suitable hygiene procedures. For example, they understand the importance of washing their hands before meal times and they follow good self-care routines.
- Children have regular access to fresh air and enjoy playing in the large well-resourced gardens.
- Overall, children are confident and happily express their views and ideas. They engage in conversations with each other, demonstrating effective communication skills and use their imaginations when telling stories about past events.
- The learning environment is welcoming. Staff are kind and friendly and children enjoy their time at the nursery. Babies confidently approach staff for comfort, cuddles and reassurance. Toys, resources and equipment are well organised to encourage children to make choices.
- Staff plan activities to support children with their early literacy skills. For example, young children enjoy reading stories and explore a range of books. Older children use chalks, pencils and stencils to make marks and develop their writing skills. However, staff's limited understanding of each child's learning needs limits how effective these activities are.

Safeguarding

The arrangements for safeguarding are not effective.

Although key staff are able to describe the steps they would take to identify and address any concerns they would have about children's well-being, they do not know families and children well enough to put this into practice. This means that children's welfare is not safeguarded effectively. However, there are suitable recruitment and selection procedures in place. These help to ensure that those working with children are suitable to do so. The premises is secure. Risk assessments are suitable and staff ensure hazards to children are addressed quickly. Staff regularly update their training to support their safeguarding knowledge, which includes training around wider safeguarding concerns.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that an effective key-person system is in place to help children settle and become familiar with the nursery	10/06/2021
develop an effective two-way flow of communication with parents to keep them updated and involved in their children's learning	10/06/2021
ensure staff receive the monitoring, coaching and support they need to improve their knowledge and understanding of their roles and responsibilities.	10/06/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide a well-designed curriculum that takes into account children's interests, stages of development and meets their individual needs to help them make good progress	10/06/2021
complete progress checks for children aged two which identify their learning strengths and areas where their progress is less than expected, and share these with parents	10/06/2021
provide better support for children who speak English as an additional language to develop and use their home language	10/06/2021

Setting details

Unique reference number	EY416261
Local authority	Merton
Inspection number	10134099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	46
Name of registered person	Nursery on the Green (UK) Limited
Registered person unique reference number	RP525597
Telephone number	02086527599
Date of previous inspection	3 December 2019

Information about this early years setting

Nursery on the Green registered in 2011 and is located in Colliers Wood, in the London Borough of Merton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks a year. There are currently 12 members of staff employed to work at the setting, of these 10 hold appropriate childcare qualifications between level 2 and level 3.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection. She completed two joint observations with the deputy manager, in the toddler room and the pre-school room.
- Discussions were held with the management team, where they discussed self-evaluation and their action plan for improvement.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting, the progress checks for two-year-olds, and a selection of policies and other records.
- Parents shared their views with the inspector which were fully considered.
- The manager and the inspector completed a learning walk of the setting to understand how the early years provision and the curriculum are organised.

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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