

Inspection of One Nine Seven Park Nursery

60 Park Road, Kingston Upon Thames, Surrey KT2 6AU

Inspection date: 7 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the nursery and are eager to learn and play. The nursery has adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic, to ensure that all children are supported. Children develop good attitudes to learning and concentrate well in both adult-led and self-initiated activities, helping them to develop their existing skills. For example, children enjoy the water play, this helps support their physical skills as they fill and empty containers.

Babies show interest and curiosity in their environment and benefit from staff who engage closely and enthusiastically with them. They show that they feel safe by reaching out their arms towards their key person to indicate they want to be picked up and frequently climbing onto an adult's lap for a hug. Children develop strong bonds with staff, who know the children's care needs well. Children are keen to join in the appealing activities that staff offer. Older children enjoy creating a house, using art and craft resources. Staff engage children in discussions about shapes and colours to secure their understanding in mathematical concepts. Well-established routines ensure the smooth running of the nursery. Staff are positive role models and provide children with clear boundaries. Children behave well and show consideration for others. They enjoy the outdoor space where they play cooperatively with their peers. The nursery provides an inclusive environment. All children, including those with special educational needs and/or disabilities (SEND), those who speak English as an additional language and funded children make good progress.

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

- Managers have high expectations to drive forward continuous improvements. They use self-evaluation successfully to identify the strengths and areas of development. Staff attend supervision meetings to reflect on their practice and identify how they can continue to support children's learning.
- On the whole, children benefit from a good range of activities across all areas of the curriculum. A well-established key-person system helps children feel safe and secure. Staff are caring and nurturing. The settling-in process and transitions between rooms are effectively planned.
- Overall, there is effective support to promote children's learning. Staff interact well with the children and spend a good amount of time joining in with children's play and guiding their learning. However, occasionally, the organisation of some group activities result in missed opportunities to fully extend and consolidate children's understanding.
- Staff provide engaging opportunities for children to practise their early writing skills. For example, children enjoy making patterns and prints in a variety of

ways, such as painting, drawing, using chalks and mark making in foam. Staff use routine activities to introduce number and counting. Children happily come together as a group to listen to stories and have access to explore books independently.

- Children with SEND have tailored support to help them make progress. Managers and staff work closely with parents and other professionals. The manager effectively uses additional funding, such as early years pupil premium, to support children. For example, resources to support children's communication and language skills have been purchased.
- Children enjoy freshly cooked and nutritious meals and snacks, which are provided by the nursery chef. Mealtimes are a social occasion where children sit together with their friends and staff. This creates a relaxed, family atmosphere. Staff support children's independence well. For example, children serve their own food and learn how to use a knife and fork correctly. Staff praise children for their efforts. This helps to develop children's confidence and self-esteem.
- Staff model language well with children, they introduce new words and ask questions to extend their learning. This supports the development of children's communication and language skills. However, children who are learning English as an additional language do not have enough opportunities to hear their home language, in order to boost their confidence in speaking English.
- Staff encourage children to be involved in 'active play' when outdoors. Although the nursery has a small outdoor area, staff make good use of local libraries, parks and walks in the town. Older children enjoy forest school sessions in the nearby Richmond Park, where they learn about nature and take managed risks.
- Partnerships with parents are good. Managers and staff work hard to keep parents fully up to date with their children's experiences, care, and learning. During the COVID-19 pandemic, staff provided parents with online information and resources to help them extend their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to safeguard and protect children. They have a clear understanding of the procedures to follow should they have any concerns about a child and keep up to date with wider safeguarding issues, such as 'Prevent' duty. Staff complete regular risk assessments on the environment to identify and act on any potential hazards. The managers use robust recruitment procedures and induction of new staff, to ensure children are cared for by suitable people.

What does the setting need to do to improve?

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

- support staff to enhance the organisation of group activities, in order to enrich children's learning opportunities further
- give all children who speak English as an additional language, opportunities to hear, use and explore their home language, to support their language development further.

Setting details

Unique reference number	2497008
Local authority	Kingston upon Thames
Inspection number	10194354
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	58
Name of registered person	Mrs Harjeet K. Mann & Mr Davinder S. Mann Partnership
Registered person unique reference number	RP523061
Telephone number	0203 538 6388
Date of previous inspection	Not applicable

Information about this early years setting

One Nine Seven Park Nursery registered in 2018. They are situated in the Royal Borough of Kingston upon Thames. They provide full day care for children aged from three months to five years old. They are open from 8am to 6pm, Monday to Friday, all year round. They employ 13 members of staff, of these, 12 hold early years qualifications. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It also receives funding for early years pupil premium.

Information about this inspection

Inspector
Frances Oliver

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the deputy manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- A joint evaluation of an activity was carried out with the deputy manager and the inspector. They assessed the impact of teaching on children's learning.
- The inspector held a meeting with the deputy manager. She reviewed a sample of documentation, including staff qualifications, first-aid certificates, and policies.
- 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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