

Inspection of Tomberries Nursery

271b Wimbledon Park Road, Southfields SW19 6NW

Inspection date: 23 August 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

The manager and her staff team create a warm and welcoming environment, where children demonstrate that they feel happy, safe and secure. Babies form close bonds with staff, who are nurturing and attentive to each child's needs. They enjoy a range of activities, such as exploring sand in the garden. Children use tools to transfer the sand into different containers and delight in pretending to make tea in the role-play kitchen. Older children explore different textures that they find when on a nature walk, such as leaves and flowers, and use these to create pictures with a variety of materials. They confidently talk about what they have found, and develop and use their own ideas of how they can make their own marks.

Children are encouraged to be independent. Babies feed themselves and have developed good physical skills. Toddler and pre-school children enjoy very sociable mealtimes. They show high levels of maturity as they attempt to serve themselves and demonstrate good social skills. Staff have high expectations and children behave well. Younger children learn to share and take turns. Pre-school children play together well and staff help them to resolve any conflicts they may have. All children are interested in songs. They clap their hands and join in with the actions. Children laugh, have fun and enjoy their time at the nursery.

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

- The manager is dedicated and passionate about continuous improvement. She has a clear understanding of the nursery's strengths and areas for development. The manager takes into account the views of the staff, parents and children when making changes to improve the outcomes for children.
- The manager and staff have a good understanding of their curriculum and how children learn and develop. Staff know their key children well and plan activities based on their interests and abilities. They evaluate the impact of activities on children's progress and this is closely monitored by the manager to ensure that all areas of learning are met. All children make good progress from their starting points in learning.
- Staff's interactions with children are positive and are used to motivate children to join in and have a go. They give lots of praise and encouragement to support children's self confidence and self esteem.
- Children make good progress with their literacy skills. Pre-school children confidently write their own names on their artwork and younger children enjoy exploring a range of books.
- Staff work well with parents and share information about their children's learning and development. For instance, parents receive regular newsletters and are invited to attend online parent's evenings. They appreciate the good support

their children receive from the friendly and approachable staff team.

- Staff work effectively to develop children's communication skills. They model language with children, introduce new words and ask questions to extend their learning.
- Staff attend courses to strengthen their skills. For example, staff have recently completed a course about mental health and feel it will help them to support children's confidence and through the transition period.
- Children learn about good hygiene procedures and healthy food choices. For example, children remind each other to wash their hands before having snack and share ideas about what foods are good for them and what are not. Children benefit from regular opportunities to exert themselves and to be adventurous. Staff help children to learn about their local community and provide children with a variety of new and valuable experiences.
- Although the nursery is relying on the disapplication of the early years foundation stage's requirement for staff qualifications, this has no impact on the quality of care that children receive. Staff are well supported and mentored by the manager through supervision meetings, role modelling and ongoing professional development. Staff support children's learning and development effectively and have a good understanding of the curriculum and how they can best support the children.
- Overall, staff plan activities well. However, at times, the daily routines are not always organised as well as they could be and some children, when waiting in a large group, become a little distracted.
- Staff supervise children well and provide a safe environment. However, staff do not take all opportunities to teach children how to manage their own safety as they play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training. They have a good understanding of how to keep children safe and wider safeguarding issues. Staff know the procedures to follow should they have a concern about a child's well-being. Robust recruitment and vetting procedures are in place to make sure that all staff are suitable to work with children and have a clear understanding of their role. Staff ensure that children are able to play in a safe and secure environment, utilising risk assessments and following detailed policies and procedures.

What does the setting need to do to improve?

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

- review the planning of daily routines to reduce the amount of time that children have to wait without being occupied

- make the most of all opportunities to help strengthen the support for children to develop their awareness of managing their own safety.

Setting details

Unique reference number	EY539174
Local authority	Wandsworth
Inspection number	10201178
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	1 to 5
Total number of places	30
Number of children on roll	30
Name of registered person	Tomberries Nursery Limited
Registered person unique reference number	RP539173
Telephone number	02087852297
Date of previous inspection	5 December 2019

Information about this early years setting

Tomberries Nursery registered in 2017. It operates all year round from 7.30am to 6.30pm, Monday to Friday. The nursery provides funded early education for three- and four-year-old children. It employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Becky Phillips

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 provider and has taken that into account in the evaluation of the setting.
- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and children and considered the impact on children's learning.
- The manager took part in a joint observation of an activity with the inspector.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- Various documents were sampled during the inspection, including staff's qualifications and a range of policies and procedures.

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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