

# Inspection of Aston Pierpoint

34 Priory Road, Hampton, Middlesex TW12 2PD

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Inspection date:

16 September 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Children's welfare is potentially compromised due to weaknesses in safeguarding arrangements. This specifically refers to the management of child protection concerns. However, the manager and her staff team create a warm and welcoming environment where children demonstrate that they feel happy. A successful key-person system and increased settling-in sessions help staff to find out valuable information that assists children to settle quickly into nursery life. Children eagerly come into the nursery and engage in play with their friends quickly.

Children are well motivated and engage in activities that interest them. Two-year-old children concentrate as they use scissors to cut different materials, including paper and cabbage leaves. They talk about the different textures, and staff introduce new words effectively to develop children's vocabulary. Babies enjoy exploring sensory blocks, moving and shaking them to make different sounds. Children gain confidence in their own abilities and eagerly talk about what they can do. For example, while using play dough, older children add features on to their dinosaurs and describe what they are making to each other.

Staff have high expectations and children behave well. Younger children learn to share and take turns. Pre-school children play well together and staff help them to learn how to resolve their own conflicts.

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

- Safeguarding processes are not implemented effectively. Key messages about child protection concerns are shared between staff and the manager. However, appropriate action is not always taken. Therefore, safeguarding protocols are not followed in a timely way, including liaison with relevant professionals. This does not help to protect children.
- The recruitment process is thorough. All staff are suitably vetted for their roles. They benefit from a comprehensive induction. The manager supervises staff and supports them in their role to an extent. However, there are gaps in the supervision of the manager. This has led to failures in safeguarding practices.
- Staff support the needs of children with special educational needs well. They talk and seek advice from other professionals when needed, to ensure all children make good progress.
- Staff engage parents well in children's learning and regularly share information about their achievements. Parents are happy with the service provided.
- 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. Staff evaluate the impact of activities on children's progress and this is closely monitored by the manager to ensure all

areas of learning are met. All children make good progress from their starting points.

- Staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that follow children's interests and what they need to learn next. For example, older children enjoy learning about numbers and counting as they match groups of items such as pom-poms to the correct number. This helps them to develop their early numeracy skills.
- The manager reflects on the quality of learning in the nursery. She identifies areas to develop to ensure continuous improvement. For example, she plans to enhance even further the already good opportunities for children's outdoor play experiences.
- Staff actively look for ways to develop children's understanding of the world around them and people, families and communities beyond their own. They provide experiences that broaden children's awareness and support them to challenge stereotypes when they arise.
- Children's communication and language skills are promoted well. For example, babies and toddlers enjoy listening to stories and repeat words such as animal names. Older children use props to re-tell their own stories, further developing their vocabulary and imaginations.
- Children benefit from freshly prepared meals which are nutritious. Staff use mealtimes to talk to children about their interests, families and healthy eating. All children have access to their own gardens and ample opportunities to increase their physical skills and to be outdoors.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have received safeguarding training and there is a safeguarding policy in place. However, they do not always implement the safeguarding processes effectively. Concerns about child protection are shared between staff and the manager, but this is not acted upon. Therefore, they do not work well to take appropriate action, including liaison with relevant professionals to tackle concerns in a timely way. This puts children in vulnerable situations. Staff demonstrate awareness of wider safeguarding issues, such as radicalisation.

## 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:**

	<b>Due date</b>
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ensure that safeguarding protocols are effective and are followed in a timely way, including liaisons with relevant professionals to make sure all children's needs are fully met, to protect children from harm	27/09/2021
ensure that the named lead practitioner for safeguarding fully understands their roles and responsibilities in order to safeguard all children	27/09/2021
provide the manager with effective supervision that focuses on support, coaching and training to improve their personal effectiveness, and includes opportunities to discuss any issues concerning children's well-being.	27/09/2021

## Setting details

<b>Unique reference number</b>	EY470345
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10207183
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	131
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	PMD Consulting (UK) LLP
<b>Registered person unique reference number</b>	RP533144
<b>Telephone number</b>	0208 979 5005
<b>Date of previous inspection</b>	27 September 2017

## Information about this early years setting

Aston Pierpoint registered in 2013 under new ownership. It is located in Hampton, in the London Borough of Richmond-upon-Thames. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year, except on bank holidays. There are 26 staff, including the manager, 21 of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Becky Phillips

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation to evaluate the effectiveness of teaching.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.
- The inspection was carried out following the risk assessment process.

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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