

# Inspection of Nursery On The Green

Cricket Green, Mitcham, Surrey CR4 4LB

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Inspection date: 13 October 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children arrive at the nursery happy and eager to start their day. Due to the COVID-19 pandemic, parents are unable to enter the premises. Nevertheless, as children are greeted by familiar faces, they enter with ease. The manager is highly qualified and leads a team of enthusiastic staff. However, although leaders have a strong vision to create and deliver an ambitious curriculum, this is not consistently implemented across the nursery. This means that all children do not make the progress that they are capable of.

Staff plan some interesting activities that children enjoy. Younger children delight in exploring new textures, such as sand. They begin to develop their early counting skills as they build with blocks. Older children are keen gardeners. They plant a variety of seeds, such as onions, pumpkins and beetroot. Children learn about how plants grow and how to care for them. When the plants are ready to be harvested, children enjoy digging them up and watch in awe to see how they have changed. Staff support children's communication skills well as they talk about what the vegetables look like and what they need to do next.

Staff implement effective strategies to support children's positive behaviour. They encourage children to share and take turns. Older children show respect for adults, their peers and resources. They develop friendships and play well together.

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

- Staff know children well and plan activities around what they are interested in. However, the curriculum is not fully embedded. Staff do not have a thorough understanding of what they would like children to learn and the impact of this on their learning. For example, activities are not always planned with children's interests and next steps in mind. Therefore, all children do not make the best possible progress.
- The provider encourages the manager and staff to develop their knowledge and skills. They receive regular supervision meetings and appraisals. The provider and manager reflect on the quality of provision to make improvements. However, they have failed to identify the weakness in the curriculum and staff's understanding of how to implement it.
- Children have a good understanding of the nursery routine and what is expected of them, but staff do not organise some parts of the day as well as others. At these times, children sometimes become distracted and less motivated to learn.
- The environment is well organised and children are encouraged to make choices in their play. However, children are not always given opportunities to try things for themselves, such as dressing themselves or expressing their own ideas during activities, to fully develop their independence.

- Parents speak positively about the nursery and staff. They feel that their children are safe and well cared for. During the pandemic, staff continued to provide support for families that did not attend. For example, they made regular phone calls and sent home learning packs to help parents to understand their children's development and how they can support their learning at home.
- Staff make good use of opportunities to develop pre-school children's understanding of the world. Children show curiosity as they examine a caterpillar with staff and talk about its characteristics. Staff extend children's thinking skills as they link it to books and children learn about the life cycle of a caterpillar.
- Children benefit from freshly prepared meals which are nutritious. Staff use mealtimes to talk to children about their interests, families and healthy eating. Children have regular access to the garden and ample opportunities to increase their physical skills and to be outdoors.
- There is genuine care given by staff to supporting children's emotional well-being. Young children tenderly look for their key person and smile as they enter the room. Older children receive constant encouragement and praise during their play. Children behave well because they know what is expected of them.
- Staff's interactions with children are positive and are used well to encourage children to join in and have a go. Staff support children's early communication skills well. For example, they model good language skills, describe what young children are doing and provide new words to build on their vocabulary.

## 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 broader 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 ensure that all staff are suitable to work with children and have a clear understanding of their role. Staff make sure that children are able to play in a safe and secure environment, using risk assessments and following detailed policies and procedures.

## What does the setting need to do to improve?

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

	Due date
ensure that the curriculum is securely embedded and that all staff have good understanding of how they can best support all children to make good progress in their learning	19/11/2021

make sure that staff receive the monitoring, coaching and support they need to improve their knowledge and understanding of their roles and responsibilities.	19/11/2021
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**To further improve the quality of the early years provision, the provider should:**

- provide more opportunities for children to do things for themselves to develop their independence and confidence to express themselves
- review the organisation of the children's routine so that children remain engaged and motivated.

## Setting details

<b>Unique reference number</b>	138229
<b>Local authority</b>	Merton
<b>Inspection number</b>	10201735
<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>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Nursery on the Green (UK) Limited
<b>Registered person unique reference number</b>	RP525597
<b>Telephone number</b>	0208 648 2446 0208 648 3581
<b>Date of previous inspection</b>	11 September 2018

## Information about this early years setting

Nursery On The Green registered in 1993. It operates from self-contained rooms in Mitcham Methodist Church and also has use of the main hall and an enclosed outdoor area. The nursery opens each weekday between 7.30am and 6pm all year round, apart from bank holidays. It receives funding for the provision of early education to children aged two, three and four years. There are nine staff who work with the children, eight of whom hold relevant early years qualifications at level 3.

## 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 setting.
- The manager and the inspector completed a learning walk together around the setting.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the provider, manager and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector viewed a range of documents, including paediatric first-aid certificates, policies and procedures and learning records.
- Parents' views were obtained.

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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