

# Inspection of Nursery on the Green

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

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Inspection date: 10 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Leaders and managers have made significant improvements since the last inspection, which have had a positive impact on outcomes for children. Children are happy and confident, and make good progress in their learning. On arrival, children settle well into the nursery, with the support of familiar adults. The key-person system has now been embedded. Children benefit from secure and warm bonds with staff, who are gentle and kind.

Children are confident and freely explore their surroundings. Babies confidently explore the water tray and enjoy splashing with their hands. Toddlers are creative as they poke and prod dough to make shapes. Staff link the activity to the current transport theme and talk about making 'big tractor wheels'. Older children are learning skills to prepare them for school. Staff regularly encourage children's early mathematical skills. Children spontaneously and confidently count during their play. While singing the 'Five Little Monkeys' song, children are able to calculate how many will be left when one is taken away. Children are introduced to new language to describe size, such as 'tiniest' and 'enormous'.

Children behave well and staff are good role models. Children know the routines and understand what is expected of them. For example, they help to tidy away toys at tidy-up time and wait for their turn during activities. Children show a sense of belonging as they confidently sing songs and join in actions which help to develop their language, communication and social skills.

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

- The leadership team has effectively reflected on the quality of the provision. It has successfully implemented changes to create a more settled and secure environment for children to enjoy. The manager is a good role model to staff. She often works alongside them to offer support and to provide guidance on good practice. Additional support from other agencies has also been welcomed to help improve the quality of the provision and identify areas for ongoing improvement.
- Overall, staff are clear about what they intend children to learn. Older children learn phonics to support their early reading skills. They are keen to find the laminate with the initial letter of their name and proudly show this to others. Staff also work with parents and carers with regard to how their children's progress can be supported at home. For example, they offer guidance on how to develop babies' physical mobility. However, some of the activities that staff plan lack sufficient challenge or can be too restrictive to help progress children's development further.
- Parents are very happy with the care provided to their children and have seen

their children make good progress. They say that at home their children sing songs they have learned at nursery and enthusiastically tell them about their day. Parents like the friendly staff team and have opportunities to discuss their children's progress. They particularly like the new online application that has been introduced. Parents say that this supports good communication and they love receiving photographs of their children's achievements.

- Children benefit from a range of nutritious, freshly cooked meals and snacks. Staff have also recently introduced tooth brushing to support children's oral health, which is managed hygienically. Children enjoy activities where they learn about good oral health, such as understanding what foods are good or bad for our teeth. Children confidently explain that sweets are bad for teeth and if you have too many sweets you will need to go to the dentist.
- Overall, the nursery is well resourced indoors and children have a range of choices about what they would like to play with. Children benefit from having two outdoor play areas, for older and younger children. However, these areas are not used to their full potential. Staff's planning for outdoor play does not enable children to have a wide range of opportunities to explore and be inquisitive. For example, there is a lack of challenge for the older children to develop their physical skills.
- Children who are learning English as an additional language or who are bilingual are well supported. Parents share key words in home languages with staff and these are used to support children's communication in the setting. Staff encourage children's awareness of equality and diversity. They support children to learn more about one another and their home celebrations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of their safeguarding responsibilities. They recognise the signs and symptoms that a child may be at risk of harm and understand the correct procedures to follow in a timely manner. The manager regularly shares child protection knowledge to ensure that all staff have a secure understanding of how to protect children. This includes broader safeguarding issues, such as extremism and radicalisation. The manager has robust procedures in place to assess the suitability of staff to support children's safety and welfare within the nursery.

## **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 focus more precisely on what they want children to learn from activities, to offer new challenges and help children make the best possible progress

- develop the planning for outdoor play to provide all children with rich learning experiences that develop their curiosity and provide appropriate physical challenges.

## Setting details

<b>Unique reference number</b>	EY416261
<b>Local authority</b>	Merton
<b>Inspection number</b>	10197105
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	60
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Nursery on the Green (UK) Limited
<b>Registered person unique reference number</b>	RP525597
<b>Telephone number</b>	020 8540 5333
<b>Date of previous inspection</b>	13 May 2021

## Information about this early years setting

Nursery on the Green registered in 2011. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks a year. There are currently 10 members of staff employed to work at the setting. Of these, eight hold appropriate childcare qualifications at level 3 and one has a childcare qualification at level 2.

## Information about this inspection

### Inspector

Laura Brewer

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector sampled relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with some parents and their views were fully considered.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.

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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