

Inspection of Aston Pierpoint

34 Priory Road, Hampton, Middlesex TW12 2PD

Inspection date:

4 March 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are happy and settle in quickly when they first start and form positive relationships with their key person. However, their safety and well-being are compromised at the nursery. Children are exposed to safety hazards because leaders, managers and staff have a weak understanding of the risk assessments. Toddlers can easily access dangerous chemicals and play with inappropriate resources, such as shaving foam. Children in the pre-school room place stickers on their mouths because staff allow them to. Children have a poor understanding of how to keep themselves safe.

Children gain independence skills through daily routines, such as during personal care and at mealtimes. However, staff encourage babies to repeatedly help themselves to fruit, that is served on two plates for all children, using their hands. This poses a risk of cross-infection and compromises children's good health. Children have plenty of opportunities to be active indoors in a well-developed soft-play area. There is also a separate garden for outdoor play.

Babies investigate where to fit the large puzzle pieces and enjoy building towers with blocks. Toddlers enjoy arts and crafts and explore how colours mix together. Children in the pre-school room learn to count in sequence and make marks in preparation for school. Although children are eager to learn and explore, not all staff have high expectations of them. This means that children do not achieve their full potential.

Children learn to negotiate, share with one another and show good manners. For example, when the inspector thanked children for the pretend cabbage soup they gave her, children answered 'you are welcome'.

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

- The current leadership and management team is weak and unable to recognise significant weaknesses across the nursery. Furthermore, leaders and staff fail to fulfil the requirements of their roles to keep children safe. They are unable to identify risks to children within a nursery environment.
- The manager has low expectations for her staff. This is evident from current supervision arrangements. In addition, staff have limited opportunities to attend specific training that would support their individual needs and professional development. This has a negative impact on staff's teaching skills and the quality of education for children.
- Although leaders and managers are clear about what they want children to learn, many staff do not know how to interact with children appropriately to build on their learning. As a result, all children, including those with special

educational needs and/or disabilities and those who speak English as an additional language, do not receive consistent learning opportunities and do not make the best possible progress.

- Some staff communicate with children well and build on their learning. However, other staff fail to interact with children appropriately. As a result, children lose interest and wander off from activities. Despite the lack of consistently good quality support from staff, most of the time children freely make choices about their play. For example, in the stimulating outdoor area.
- Staff encourage children to be active and have regular access to the fresh air. The provider ensures children eat a healthy and balanced diet to help them learn how to lead healthy lifestyles.
- Some children attend another setting in the afternoon. However, leaders, managers and staff have not yet developed effective information sharing about children's development with staff from other settings children attend. This means children lack continuity in their care and learning.
- Leaders and managers work with other professionals and parents to help meet individual children's needs. Parents are happy with the level of information they receive about their children's development. They contribute to planning for children's learning.
- Staff provide some opportunities for children to build on their growing understanding of what makes them and their families unique. For example, when they look at and talk about their family pictures. This helps children, including those who speak English as an additional language, to develop a sense of themselves.
- The newest member of the management support team came up with an idea of curiosity approach for toddlers. However, other staff are unsure how to encourage children to take part in this exploration of real-life resources. This means children are not as fully engaged in play and learning.
- The provider is dedicated and eager to make necessary changes to improve the overall quality of provision for children. For example, the provider works closely with early years consultants to support all staff and improve their practice.

Safeguarding

The arrangements for safeguarding are not effective.

Overall, children's safety cannot be guaranteed because leaders, managers and staff are not vigilant enough. They are unaware of how to keep children safe. In addition, they fail to meet hygiene, health and safety requirements. Nevertheless, since the last inspection, leaders, managers and staff received training to help them identify and report instances of abuse to relevant agencies in a timely manner. This helps to keep children safe from abuse.

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:

	Due date
ensure that all staff, including leaders and managers working with children, are suitable to meet the requirements of their roles	21/03/2022
ensure all staff receive effective and regular support and guidance, including supervision and opportunities for professional development to improve the quality of education for children	21/03/2022
improve staff's knowledge of good hygiene practices in the baby room during mealtimes and ensure these are followed consistently to reduce the risk of cross-infection and promote children's good health	21/03/2022
improve all staff's knowledge of risk assessment procedures to identify hazards and ensure children are not exposed to risks within the environment	21/03/2022
develop a two-way flow of information with staff from other settings that children attend to provide continuity in children's care and learning.	21/03/2022

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

	Due date
deliver learning opportunities that consistently challenge and motivate all children to learn, so that they achieve their full potential.	04/05/2022

Setting details

Unique reference number	EY470345
Local authority	Richmond Upon Thames
Inspection number	10220228
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	131
Number of children on roll	98
Name of registered person	PMD Consulting (UK) LLP
Registered person unique reference number	RP533144
Telephone number	0208 979 5005
Date of previous inspection	16 September 2021

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 bank holidays. There are 30 staff, including the manager, 15 of whom hold appropriate early years qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The inspector discussed any continued 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 the learning walk together.
- The newest member of the management support team carried out a joint observation with the inspector and evaluated the impact of teaching on children's learning.
- The inspector held a meeting with the provider and the manager.
- The inspector assessed the safety and suitability of the premises.
- The inspector spoke to parents and gathered their views about the setting.
- The inspector reviewed some documents relevant to the inspection 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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