

Inspection of Schoolroom Two

Southfields Lawn Tennis Club Ltd, Gressenhall Road, London SW18 1PQ

Inspection date: 4 May 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are very warmly welcomed into this very well-established pre-school. Children leave parents with great enthusiasm when they first arrive. They find their name to show that they are in the pre-school. Children show that they feel tremendously safe and emotionally secure. Younger children who need extra help to settle are reassured by extremely attentive staff. They give children lots of reassurance and support the youngest children's needs to the highest level. This helps all children to settle quickly and to further promote their emotional well-being.

Staff help children learn to the key skills that they need to be exceptionally well prepared for the next stage of their learning and future successes. For example, older children learn letter sounds and eagerly think of words to match the sound, and count beyond 10. They independently use the toilet, wash their hands, prepare tables for snack time and wipe their own noses to further promote their self-help skills. Children behave exceptionally well. For instance, they keenly share toys, wait for their turn in conversations and help to tidy toys. Children are remarkably motivated and eager learners. For example, they enthusiastically explore their surroundings. Children pretend to be insects as they wear ladybird and bumblebee costumes, and keenly look around the outdoor area for insects to tick off their chart. Children recognise and remember names, such as 'woodlice' and 'ant'.

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

- The extremely dedicated leader and long-standing staff team work tirelessly and with integrity, to help all children have the best possible start. They ensure that all children, particularly children with special educational needs and/or disabilities, have full access to their entitlement to early education. Key staff work very successfully with other professionals to ensure excellent outcomes for all children.
- Staff know children extremely well, and can talk about their needs, next steps in learning and unique personalities in depth. They use their knowledge of children's interests to create exciting opportunities. For example, children are highly motivated to learn as they explore a planting activity, eagerly discussing what they need to do.
- Partnership with parents is excellent. Parents are kept very well informed about their child's education, learning and progress over time. For example, key persons provide a weekly diary summarising children's progress, including ideas about how parents can help and support their children's learning at home. Parents eagerly exchange information about activities they do at home. They are happy when this information is supported in the activities that staff plan for children.

- The highly qualified staff team consistently provides a curriculum to provide children with a wonderful, language-rich environment. For instance, staff eagerly read stories to support their current projects. Staff successfully encourage children to recall stories and songs to further promote their early communication and language skills and memory.
- Children develop their mathematical skills well. They throw balls to a numbered target in the outdoor area, eagerly recalling the numbers as they do this. Children use these numbers to make simple sums as they add the numbers together. Children talk about sizes as they match lids to pots, using mathematical language, such as 'I need the smaller lid'.
- Children learn about the diverse people and communities around them. Staff use a combination of discussion, books and resources to help children explore and understand their similarities and differences. For example, children regularly celebrate special days from their own cultures, eagerly sharing the celebration with friends. Staff seek information and knowledge from parents to find out more about these festivals and celebrations.
- The leader very effectively uses performance management, regular supervisions and annual appraisals and evaluation to help identify staff's strengths and professional development opportunities. For example, following recent training to support children's language skills even further, the setting has embarked on a pilot language programme for children. Staff consistently report very high levels of support from the leader.
- The leader and staff are evaluative and always strive to improve. A clear development plan is discussed among leaders, staff, parents and children. All staff work collaboratively and understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The leader uses robust vetting, recruitment and ongoing supervision procedures to help assure staff's suitability to work with children. Staff know and understand the safeguarding procedures. Regular staff discussions and relevant training ensure that staff's awareness of safeguarding is up to date. Staff know the procedures to follow if they have a concern about children's welfare, or if any concerns are raised about staff. They use highly effective risk assessments to promote children's safety in the setting and when children are using the outdoor space.

Setting details

Unique reference number	123189
Local authority	Wandsworth
Inspection number	10138250
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	12
Name of registered person	Jakeman, Janet Christine
Registered person unique reference number	RP511755
Telephone number	07961 397 743
Date of previous inspection	19 April 2016

Information about this early years setting

Schoolroom Two registered in 1994 and operates from the tennis club in Southfields, London. The nursery operates each weekday morning from 9am to 12 midday and until 3pm on Tuesday and Thursday, for 33 weeks of the year. The nursery employs three members of staff to work with the children. All staff hold early years qualifications from level 2 to level 4. The nursery offers funded early education for children aged two, three and four years old. It follows the Montessori approach to education.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The leader and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed staff's interactions with children to assess the quality of education.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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