

Inspection of Violet Melchett Nursery

Violet Melchett Nursery, Violet Melchett Clinic, 30 Flood Walk, London SW3 5RR

Inspection date:

12 May 2022

Overall effectiveness

Requires improvement

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Following a recent safeguarding incident, leaders have put measures in place to ensure that children are safe within the premises. They have a robust action plan going forward to ensure that children continue to be well supervised at all times.

The quality of interactions between children and staff is variable. In the baby room, staff model language well. They constantly narrate what babies are doing as they play and they sing to the babies throughout the day. This helps babies to make progress in their language development. However, too often, staff leave older children to play with limited interaction from themselves. This means that the progress that children make in their communication and language is variable.

Most staff clearly explain the behaviour expectations to children and praise them warmly when they achieve these. At these times, children behave well. Children take pride in their achievements and respond to the praise they receive with big smiles.

Children develop their self-care skills well. Staff support children to carry out responsibilities themselves. For example, children help staff to go and collect their snack from the kitchen. They serve themselves and clear away their plates after they have eaten. Children learn to use a knife and fork well. This builds children's self-esteem and helps them to learn life skills.

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

- Staff have access to a wide range of professional development opportunities within the local authority. They also receive regular supervisions. Leaders have identified staff who need support to develop their practice and have begun to put this support in place. However, this has not yet led to sufficient improvement in practice, which means teaching is still variable.
- Some staff have a good understanding of what their key children know and need to know next. They support children to achieve these next steps as they play. For example, where children need more support to develop their gross motor skills, staff carefully plan targeted interventions to help these children. They then communicate these to parents so that they can also practise in the same way with their child at home. This leads to these children achieving their targets. However, other staff do not understand what their key children can do and what they need to learn next. They are therefore unable to plan for them to achieve the next steps in their learning journey. In these situations, children make slower progress.
- Leaders work very hard to support children with special educational needs and/or disabilities. This is a real strength of the setting. The experienced special

educational needs and disabilities coordinator identifies children who may need extra support early. She then works closely with professionals from the local authority to ensure that children receive this support. Leaders access relevant funding and use this well to support children. They work hard in partnership with professionals and parents to ensure that education, health and care plans are in place for children where necessary. This enables children to access as much support as possible to help them reach their targets.

- Leaders listen carefully to parents' opinions and act on feedback where necessary. For example, when parents fed back that the app for communication was not easy for them to use, leaders introduced another app which parents find more user-friendly. However, on occasion, communication with parents is not consistent. For example, some parents do not receive regular information about what their child has been doing during the day at nursery. This means that some parents do not have the necessary information to reinforce learning at home.
- Children have access to a large range of resources in the nursery. However, leaders do not make sure that some rooms are kept tidy enough. Some areas are cluttered and resources are poorly organised at times. This can be overwhelming for children and makes it harder for them to explore the room and develop their curiosity and independence.
- Occasionally, staff have unrealistic expectations of children's behaviour. For example, young children are asked to line up in an orderly way. Children do not respond well to this and, on these occasions, they are not always able to follow these instructions.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. They have a sound understanding of the processes to follow if they have a concern about the well-being of a child or the conduct of a member of staff. Important safeguarding information is clearly displayed for staff to refer to if necessary. Leaders stay up to date with safeguarding concerns in the local area by attending local authority meetings. They follow suitable recruitment processes and take up the necessary checks on staff before they commence employment at the nursery.

What does the setting need to do to improve?

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

	Due date
identify inconsistencies in teaching and provide targeted support to improve this	16/06/2022

consider room environments so that they always meet the needs of the children	16/06/2022
ensure that behaviour management techniques are always consistent and positive	16/06/2022
provide regular high-quality feedback to parents so they understand what their child has been learning at nursery.	16/06/2022

Setting details

Unique reference number	2604875
Local authority	Kensington and Chelsea
Inspection number	10239617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	80
Number of children on roll	79
Name of registered person	Royal Borough of Kensington and Chelsea
Registered person unique reference number	RP517519
Telephone number	02073526933
Date of previous inspection	Not applicable

Information about this early years setting

Violet Melchett Nursery registered in October 2020. It is located in the London Borough of Kensington and Chelsea. It is open each weekday throughout the year from 8am until 6pm. The provider employs 13 staff. All staff hold relevant childcare qualifications ranging from level 2 to level 6. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the provider 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 inspector and members of the leadership team completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's 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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