

# Inspection of Seahorse Nursery Wimbledon Park

132-134 Arthur Road, London, Surrey SW19 8AA

---

Inspection date: 18 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy and relish the time which they spend at this warm and friendly nursery. They show that they feel safe with the kind and nurturing staff. These warm relationships are evident throughout the nursery. Younger babies receive lots of cuddles, smiles and reassurance, which support them to settle quickly. Older children snuggle close to adults, and enjoy their interactions with the fun and enthusiastic staff.

Children show a good attitude to their learning. Older children love discussing stories and news articles. For instance, they speculate their ideas and work together, such as to decide how to free the dinosaurs from the 'jail'. Babies enjoy their time making marks with various tools, which helps to develop their small muscles in readiness for practising their early writing skills. All children, including those with special educational needs and/or disabilities, make good progress in their learning and development, ready for their next stage of learning.

Children behave well and are respectful towards one another. They patiently wait their turn during activities. They listen carefully, follow simple instructions and are learning to keep themselves safe. For example, all children know that they must hold the handrail when navigating stairs.

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

- The dedicated management team recognises the impact of the COVID-19 pandemic on staff, children and their families. They kept in regular contact with them via messaging and video calling services. Staff shared home-learning tasks and routines during the pandemic. This helped parents to continue to support their child's learning and development at home. When children returned, staff focused on their social and emotional skills. This helped children to settle back in quickly.
- Leaders place high priority on staff's well-being. Staff comment that they are happy at work and feel well supported in their roles. They benefit from regular well-being and supervision meetings. These include prioritising time for professional development to help staff to build on the skills, which leaders plan to develop further.
- Staff support children's speech and language development effectively. They teach children basic signs to help them to communicate before they can confidently express themselves verbally. Younger children eagerly sign 'please' and 'more' during snack time.
- Leaders develop their curriculum based on children's interests and what they need to learn. Staff plan a range of good quality activities. These include a forest school, tennis lessons and a school readiness programme. However,

occasionally, some staff's interactions with children do not fully extend their learning to help them make even more progress.

- Children are independent and enjoy helping to carry out simple tasks. Babies sweep up sand from the garden floor. When they come back indoors, they remove their shoes by themselves. Older children set the table and confidently use tongs to serve their meal. Staff teach children to understand how healthy practices contribute to their good health. For example, children wash their hands, wipe their faces and talk about the importance of keeping their teeth clean.
- Staff support children to develop resilience and equip them with the skills and confidence to keep on trying. Even the youngest children persevere. For instance, with encouragement from staff, toddlers persist until they have mastered the use of syringes during water play. This contributes to their understanding of cause and effect.
- Staff adapt their practice and provision to effectively protect children in extreme weather conditions. For example, in high temperatures children are cared for in cooler parts of the building. Staff use fans safely and remind children to drink plenty of water.
- Partnerships with parents are good. Parents report positively that they are grateful for the support received from staff. They highlight the 'genuine sense of community' within the nursery. Staff carry out home visits to get to know children and their families before they join the setting. This helps parents to build trusting relationships with staff before their children start.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding. They recognise their responsibilities to protect children. Staff know the signs that might lead them to be concerned about a child's welfare and how to report these concerns. Staff supervise children effectively inside the building and when walking to the outside area. Leaders have robust recruitment procedures in place to ensure that all staff are suitable to work with children.

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

**To further improve the quality of the early years provision, the provider should:**

- raise the quality of staff's interactions with children to a consistently higher level to help children make even better progress.

## Setting details

<b>Unique reference number</b>	2554152
<b>Local authority</b>	Merton
<b>Inspection number</b>	10215787
<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>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Seahorse (Wimbledon) Limited
<b>Registered person unique reference number</b>	2554151
<b>Telephone number</b>	02089445919
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Seahorse Nursery Wimbledon Park registered in 2019. It is located in Wimbledon, in the London Borough of Merton. The nursery opens for 51 weeks of the year from 7.45am to 6.30pm, Monday to Friday. There are 23 members of staff. Of these, 15 hold qualifications between level 2 and 6. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Drewett

## 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 principal, manager, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents shared their views about the setting with the inspector.
- The inspector viewed a range of documents, including qualification certificates, public liability insurance and paediatric first-aid qualifications.
- A joint observation was completed and discussed with the manager. The inspector tracked children's experiences to establish what it is like for a child at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022