

Inspection of Grassroots Nursery School

THE STUDIO 24 ASHLEY ROAD, HAMPTON, MIDDLESEX TW12 2JA

Inspection date: 24 January 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children have continued to attend the nursery following the first national lockdown during the COVID-19 pandemic. There have also been changes in the management team during the pandemic, which have had an impact on the staff and the support they receive. In the main, children are greeted warmly by staff as they arrive and they are happy to leave their parents at the door. Babies show that they feel secure as they smile and reach out to staff. Older children happily engage in a variety of activities indoors and outdoors. For example, children enjoy exploring and mixing colours in water. They use a variety of containers and pipettes to mix them together. Children extend their learning when they look at what happens when they mix coloured paints on their paper.

Children behave well and have a good understanding of the rules which are in place. They listen and respond well to staff's reminders to care for the resources. Children develop increasing independence and develop skills to take care of their own needs. During mealtimes, younger children are encouraged to feed themselves and learn to use cutlery. Older children pour their own drinks and self-serve their meals. They learn to go to toilet independently and learn the importance of washing their hands. This supports children when they move on to their next stage of learning. However, due to the changes in management, leaders do not monitor staff's practice to ensure that all staff are well supported and that curriculum is delivered consistently and effectively.

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

- Staff have a sound understanding of how to support young children's learning and implement the setting's curriculum. They know children well. Staff talk about what they want children to learn and where children are in their development. They plan activities to support and extend children's learning, and as a result, children are making progress. However, since the manager has left, staff do not receive the necessary support and supervision to further develop their practice and skills.
- The provider has a poor understanding of what information needs to be shared with Ofsted and when to notify them of significant events. Although these have not had an impact on the overall effectiveness and the quality of education, as they were dealt with quickly, this is a breach in requirements.
- Staff engage well with children during activities and follow their lead in play. They are good role models to babies, describing what they can see or are doing. Staff ask older children questions to support and extend their learning. However, at times, staff do not give children enough time to think and share their ideas during activities.
- Parents say that their children are happy attending the nursery. They comment

that their children are learning lots and that they receive information from staff about what their children are learning. For example, parents receive regular newsletters and are encouraged to share ideas from home to support their children's learning in the setting.

- Overall, the management team evaluates the setting effectively and uses feedback from parents to support this. It has made recent improvements, including adapting the planning processes in line with the new curriculum. The provider has a good understanding of what he would like to continue to develop, including extending the support and supervision of staff, once a new manager is in place.
- Staff provide a welcoming and friendly atmosphere for all children and their families. They are kind and caring towards children. Staff are attentive to children's care needs, which supports their emotional security. Staff develop appropriate relationships with local schools to support children when transitioning on to the next stage of their learning.
- Staff support children well as they learn about how to keep themselves safe. For example, in the garden, children set up a road and crossing, and act out how to cross the road safely. They then repeat this inside with small cars. Children design their own roads and re-enact what they learned outside. This demonstrates that activities have a positive impact on children's understanding.
- Children's physical well-being is supported well. Staff ensure that the routine and structure of the day allows children who learn best outside to explore and play, and build on their interests. In addition, staff provide healthy meals and drinks, and encourage children to try new foods.
- Staff support children's early literacy skills well. Younger children delight in listening to books and exploring different musical instruments. Older children confidently develop their pencil control as they follow lines and give meanings to the marks which they make.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of their duties to keep children safe and protect their welfare. They have an appropriate knowledge of the signs and symptoms that indicate that a child may be at risk of abuse. Staff know the procedures they must follow to report concerns about children, or in the event of an allegation against a colleague. Staff make routine checks in the environment to ensure that it is safe for children to attend. Leaders and managers use safer recruitment procedures. This includes appropriate checks to ensure the ongoing suitability of staff working 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 |
|--|-----------------|
| provide all staff with effective supervision that focuses on support, coaching and training, to improve their personal effectiveness | 21/02/2022 |
| ensure there is a good understanding of the notification process, and the roles and responsibilities in keeping Ofsted up to date. | 21/02/2022 |

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas.

Setting details

| | |
|--|---|
| Unique reference number | 109171 |
| Local authority | Richmond Upon Thames |
| Inspection number | 10220284 |
| 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 | 37 |
| Number of children on roll | 24 |
| Name of registered person | Atime Childcare Limited |
| Registered person unique reference number | RP517587 |
| Telephone number | 020 8783 1190 |
| Date of previous inspection | 14 October 2016 |

Information about this early years setting

Grassroots Nursery School registered in 2001 and is located in Middlesex. It is open for 51 weeks of the year from 8am to 6pm, Monday to Friday. The provider employs eight members of staff, seven of whom hold appropriate qualifications. The nursery provides funded early years education for children aged three and four years.

Information about this inspection

Inspector

Becky Phillips

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 management team and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the deputy manager, and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and parents at appropriate times during the inspection.
- The deputy manager and the inspector carried out a joint observation activity.
- The inspector held discussions with the management team. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.
- The 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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