

Inspection of Northcote House Nursery

67-69 Salcott Road, London, Surrey SW11 6DQ

Inspection date: 4 August 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
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

The quality of staff's interactions with children is inconsistent. Staff working with babies do not do enough to engage with them. At times, staff focus on domestic routines and miss rich opportunities to engage positively with babies. However, older children enjoy warm interactions with staff, who chat enthusiastically with them at every opportunity. Children in the pre-toddler room form close relationships with staff who engage them effectively. For example, when preparing the sleep area, staff allow children to help. They discuss children's bedrooms at home and the favourite cuddly toys that they sleep with.

Children are happy in the nursery. They enjoy exploring the numerous age-appropriate activities and resources, both indoors and in the secure outdoor area. Babies delight at the sounds they create in the musical exploration area. Pre-school children conduct experiments and explore how colours change in the extensive science area. Children show high levels of curiosity in their play. Staff support this by planning exciting activities for them to explore. For example, children in the toddler room investigate the different colours they can make with paints. Staff ask numerous questions to support children to think critically about the colours they mix. They allow children plenty of time to respond to their thought-provoking questions.

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

- The nursery has been through a challenging time in recent months with regard to changes in the management structure and staffing. The interim manager has swiftly identified significant areas for improvement and is working diligently to implement appropriate changes. For example, she is in the process of recruiting an early years teacher to support staff in raising the quality of their teaching.
- The nursery has been heavily reliant on using temporary bank staff. The interim manager has worked hard to establish a core team of trusted and well-trained agency staff. This provides continuity of care for children. The provider has robust vetting and induction processes in place to help ensure that high-quality, permanent staff are recruited.
- Staff's ability to support children's learning and development is variable. Most staff in the baby room have insufficient knowledge of their key children and are not clear about children's next steps. Staff in the pre-school room do not have a good enough knowledge of children's learning needs and how to plan activities that meet these needs. Furthermore, pre-school staff use incorrect phonetic teaching methods to support children's literacy skills.
- Children behave well in the nursery. They are aware of the rules and why they are in place. They explain that it is dangerous to walk around with food in their mouth as they may choke. When children do behave inappropriately, staff are

swift to intervene and explain the possible impact of their behaviour on themselves and others.

- Children have a good understanding of healthy lifestyles. They enjoy delicious, nutritious meals. Children grow their own vegetables in their hydroponic habitat. They delight at harvesting their crops and give them to the chef to use in their meals and snacks. Children have plenty of opportunity for physical activity. They have access to age-appropriate play equipment in the garden area and enjoy regular trips to the local common.
- Children in the pre-toddler and toddler rooms enjoy interesting activities that are planned effectively by staff, based on children's interests. Staff make the most of spontaneous opportunities to engage children in meaningful play. They provide a variety of boxes for children to explore. When children use the boxes to construct a train, staff skilfully join in to offer challenge and extend their learning.
- Managers and staff establish positive relationships with parents. They share information about children's achievements and routines via an online system. Managers are honest with parents regarding the weaknesses identified in the nursery. Parents recognise the improvements that the interim manager has made in recent weeks and the impact these have on children's development.
- The provider and the interim manager are working hard to implement appropriate methods of monitoring staff performance. They complete appraisals on all staff to identify areas of improvement. Staff have access to an online training portal to support their knowledge. However, professional development for some staff is not focused sufficiently on improving their teaching skills.
- Children of all ages are developing a love of literacy. Each room has a cosy reading area with age-appropriate books to explore. Staff in the pre-school room create a particularly wonderful reading environment. Children can immerse themselves in a variety of books which cater to their specific interests.

Safeguarding

The arrangements for safeguarding are effective.

The interim manager has completed comprehensive safeguarding training with all staff. This supports them in gaining up-to-date knowledge of safeguarding procedures. Staff have a good knowledge of the signs and symptoms which could indicate a child is at risk from harm. They confidently explain the correct referral process to follow if they have concerns about the welfare of a child. The manager and staff work hard to ensure the environment is safe for all children. They complete regular risk assessments and are vigilant in all areas of 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
implement professional development plans to improve staff's knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences	07/09/2022
improve the key-person system to help ensure that every child's development and care are tailored to meet their individual learning needs	07/09/2022
help staff to support babies' emerging needs effectively, and guide babies learning through consistently warm, positive interactions.	07/09/2022

Setting details

Unique reference number	EY557361
Local authority	Wandsworth
Inspection number	10190264
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	122
Number of children on roll	85
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	02079243696
Date of previous inspection	Not applicable

Information about this early years setting

Northcote House Nursery registered in 2018. It is situated in the London Borough of Wandsworth. The nursery opens from 8am to 6.30pm, Monday to Friday, all year round. It employs 13 members of childcare staff. Of these, 10 have an appropriate early years qualification at level 3, two have an appropriate qualification at level 4 and one has an appropriate qualification at level 6. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 carried out a learning walk with the interim manager and discussed how the curriculum is delivered.
- Parents shared their views with the inspector through feedback letters.
- The inspector held a meeting with the interim manager and area manager. She looked at relevant documents, including evidence of the suitability of all staff.
- The interim manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the interim manager.
- The inspector observed the interactions between staff and children during activities. She observed the quality of teaching to assess the impact on children's learning.
- Staff spoke to the inspector about the monitoring of learning and development in the nursery. The inspector tracked the progress of several children.

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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