

# Inspection of The Crown Nursery

116 St. Margarets Road, Twickenham TW1 2AA

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Inspection date: 17 October 2022

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

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

### The provision is inadequate

Ineffective risk assessment compromises children's health and safety. Leaders do not identify and remove risks swiftly enough. For example, they do not recognise risks associated with current arrangements for children's arrival and departure. In addition, not all staff have a secure enough understanding of safeguarding policies and procedure, including in relation to reporting concerns in line with local safeguarding guidance. This poses risk to children's welfare.

Ineffective staffing arrangements have an adverse effect on the quality of children's experiences in the setting. Staff are unable to fulfil their roles and responsibilities fully. At times, there are insufficient numbers of staff available to work directly with the children. This leads to the learning environment becoming chaotic. Children do not receive the support they need and are often disengaged and wander around the classroom aimlessly.

Although the manager designs a broad curriculum, she does not monitor the effectiveness of its implementation. Staff have poor understanding of children's learning needs. This leads to children's experiences being very limited. For instance, staff emphasise learning letters and numbers for children under three, who do not yet speak confidently.

Despite this, babies seem happy and settled. They form relationships with the staff. Children's behaviour generally varies. There are times when they show challenging behaviour, and staff do not support their understanding of this. As a result, children do not learn how to manage their feelings and emotions.

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

- The manager, who is also the owner of the setting, often works directly with children. This means that she has insufficient time to focus on her management role. For example, she does not provide staff with effective induction, supervision and training. Consequently, staff do not understand the areas of learning they teach and the way children learn.
- Leaders do not do enough to ensure that safety is given the utmost priority. For example, they fail to effectively address risks associated with safety of the premises and babies' sleeping arrangements.
- Staff do not support children's communication and language development. They provide children with poor-quality interactions, often limited to instructional language. This has a negative impact on children's language acquisition.
- The learning and development experiences for children are poor, particularly in the classroom for children aged fifteen months to four years. Staff do not consider children's individual needs or stages of development when planning for

activities. For example, children are asked to remain seated on the carpet during circle time, even when they lose interest and become disruptive.

- Babies have some opportunities to move around and explore their environment. Staff support their physical development. Children like shaking rattles and exploring with sensory bottles. However, there are very limited opportunities for older children to practice their gross motor skills.
- Most children become familiar with their routines. They learn to develop early hygiene habits, such as handwashing after they come indoors from outside play and before mealtimes. However, at times, staff do not follow the hygiene routines, especially during nappy change. This poses risks of cross-infection to children in their care.
- Children are not supported to manage their own behaviour and learn how to keep themselves safe. This is because adults are not consistent about the setting's expectations. Staff do not explain to the children why their behaviour is not appropriate. This does not help children to learn to adapt their own behaviour, as the rules and expectations are not clear.
- Staff do not promptly record children's accidents, and, at times, children are not checked properly to assess their injury and determine the first-aid treatment needed. Children who sustain a bump to the head are not monitored effectively. This is because staff do not share this information with one another, and accident forms are not swiftly available. This poses a risk to children health.
- Leaders and staff build friendly and positive relationships with parents. Staff make good use of communication tools to keep parents informed about their children's care.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do have a basic knowledge and understanding of signs and symptoms of abuse. However, some staff do not have an understanding of how to report concerns when they occur. New staff are not fully aware of the roles and responsibilities of other staff members, including who is the designated safeguarding lead and the manager of the setting. Risk assessment is not rigorous enough, as not all risks and hazards are identified and addressed, to ensure children's safety. Staff's poor hygiene practices and inconsistencies in monitoring and recording accidents compromise children's good health. Leaders have procedures in place to ensure the suitability of staff working with children. However, overall, children's safety cannot be assured in this setting.

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

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

	<b>Due date</b>
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ensure all staff understand safeguarding policy and procedure, including how to report concerns in line with your local safeguarding partnership's guidance	17/12/2022
implement effective risk assessment that identifies hazards and risks to children's health and safety	17/12/2022
ensure staffing arrangements allow sufficient staff to work directly with children and that they are effectively deployed to meet children's needs	17/12/2022
ensure induction, supervision and training opportunities provide effective coaching and mentoring so that staff better understand the areas of learning they teach and the way children learn	17/12/2022
improve curriculum planning and delivery in all areas of learning and development to support children to make good progress	17/12/2022
develop and consistently implement strategies to help children to regulate their behaviour	17/12/2022
ensure that all accidents and incidents, as well as first-aid treatment given, are recorded and reported promptly.	17/12/2022

## Setting details

<b>Unique reference number</b>	2646908
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10258658
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	50
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	The Crown Nursery Limited
<b>Registered person unique reference number</b>	2646906
<b>Telephone number</b>	07771787178
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Crown nursery registered in 2021. It operates from converted premises in St Margaret's, Twickenham, in the London Borough of Richmond upon Thames. The nursery is open Monday to Friday, from 8am to 6pm, all year round, except for bank holidays. The provider employs ten staff members, of whom five have relevant childcare qualifications.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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