

Inspection of Noddy's Nursery School

Trinity Church Hall, Beaumont Road, London SW19 6SP

Inspection date:

28 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children have an incredible start to their early education, spending every moment deeply engaged in meaningful learning experiences. Children of all ages develop a love of reading as they access dedicated reading spaces. They independently climb stairs to reach a cosy balcony that ignites their imagination. Adults are exceptional role models, teaching children how to be kind and respectful. As a result, children's behaviour is exemplary. The highly skilled adults model language eloquently and engage children in conversations using complex words. They discuss carbohydrates, protein and healthy foods during a language-rich lunchtime.

The curriculum provides endless opportunities for children to experience awe and wonder. Babies and toddlers are fascinated by engaging sensory experiences, while older children experiment, making volcanos. Children engage in quality physical activities through sports, music and ballet sessions. Regular local walks teach children about changing seasons, while developing an understanding of their local community. Children are at the centre of everything the nursery does. Adults have the highest expectations for all children and encourage their uniqueness and character. Adults are highly attuned to supporting children with special educational needs and/or disabilities (SEND). As a result, these children receive high-quality education and make exceptional progress.

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

- Leaders have created a curriculum that centres around the individual child. Adults are highly skilled at creating an environment that sparks children's natural curiosity and provides a wealth of well-planned experiences. These keep children highly engaged and focused. Adults' teaching skills are exemplary. They skilfully sequence the curriculum so that children can build on their knowledge. For example, during an interactive story time, children use rich vocabulary to explain their experiences.
- Children are immersed in the engaging activities provided by the adults. Toddlers are captivated by natural resources as they independently make sensory bags. They wait patiently, take turns and respectfully ask others for materials. Adults act as incredible role models and reinforce expectations with the children. Consequently, even the youngest children regulate their behaviour and display impeccable manners.
- All children form secure attachments with the nurturing adults. The inclusive environment ensures that children settle rapidly. Adults know children exceptionally well. They spend time meticulously planning activities to ensure that children meet individual milestones. Children with SEND show they are thriving and feel secure. Adults provide designated spaces in the environment and adapt all activities. They work closely with professionals to ensure that

children with SEND make extraordinary steps in their development.

- Children's communication and language skills are flourishing. Adults show a deep understanding of how to further children's communication, ensuring that they are exposed to new and repeated words consistently. As a result, children develop a wide vocabulary. Mathematics is embedded throughout the curriculum. Children develop a deep understanding of numbers, learning the 'number of the week'. They use critical thinking skills to take part in a focused treasure hunt activity, using mathematical language to compare numbers they notice in the environment.
- Parent partnerships are strong and well established. Parents speak extremely highly of the setting and cannot praise the attentive and knowledgeable staff enough. They comment on the successful settling-in process and how brilliantly the nursery supports them with their children's development. Communication is highly effective. Parents have access to regular feedback and information on how to extend learning at home. Staff prioritise getting to know families well. As a result, they know how to support and meet children's individual needs successfully.
- Leaders place a huge emphasis on staff well-being. They have invested in the team through extensive, highly effective training. This supports staff in implementing the ambitious curriculum. Leaders show a deep understanding of issues that may affect their team, and offer targeted support. Staff consistently highlight the incredible guidance and support they receive. The results of this are evident through their fantastic practice.
- Leaders are inspirational. They are actively involved in guiding and modelling outstanding practice. They keep children at the heart of everything they do and lead by example. Leaders have clear ambitions for the future. They are committed to supporting staff progression and are passionate about the work they do. As a result, the quality of care and education at the nursery is exceptional.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is paramount and given the utmost priority. All staff understand their duties and obligations to protect children at all times. They are vigilant and are aware of signs and symptoms that may indicate concerns about a child. Staff confidently explain the reporting procedures and have excellent awareness of broader safeguarding areas, such as child abuse linked to faith or belief and female genital mutilation. All staff attend dedicated training including first aid. Staff teach children to manage their own risks. They consistently deploy themselves well to ensure that children remain safe.

Setting details

Unique reference number	2575760
Local authority	Wandsworth
Inspection number	10250901
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 4
Total number of places	93
Number of children on roll	82
Name of registered person	Noddy's Nursery School Limited
Registered person unique reference number	2575759
Telephone number	02087859191
Date of previous inspection	Not applicable

Information about this early years setting

Noddy's Nursery School was established in 1985. The nursery re-registered in 2020 and is located in the London borough of Wandsworth. The nursery employs 31 staff, of whom six hold qualified teacher status and 15 hold a relevant qualification at level two or above. The nursery also employs 6 domestic staff. The nursery operates between 7.20am and 6.30pm, all year round, and offers funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Tania King

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.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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