

Inspection of Little Wrens Nursery School

All Hallows Church, Erncroft Way, Twickenham TW1 1DA

Inspection date: 13 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and excited to learn in this caring, safe and stimulating environment. Children belong to a community where parents and carers are encouraged to be fully involved in their children's learning. Parents are regularly given ideas about how they can support their children at home with their learning and development. For example, staff share number activities or potty training advice. Children feel valued and celebrated. They receive regular praise throughout the day for positive behaviour and achievements as well as 'well-done' cards for bigger milestones. Children have a good understanding of what makes them unique. They take part in activities, such as creating their own face with a variety of materials, after looking at it carefully in a mirror and identifying features.

Children are regularly encouraged to make their own choices and be independent. They prepare their own fruit for snack time, peeling and cutting it safely with a knife. Children pour their own milk from a jug and carefully carry their cup to their seat. They choose their fruit to eat. Children enjoy conversations during snack time with staff and their peers. There is a small library at the front door, where children can choose a book to take home and share with parents or carers. This encourages children's continued language development and a love of books.

Aspirations are high for all children at this inclusive setting. Children with special educational needs and/or disabilities make noticeable progress. Staff put targeted interventions in place, such as additional language groups, to ensure that all children make the best possible progress.

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

- The two dedicated and highly qualified managers are enthusiastic and passionate about their role. They are clear about what they want all children to learn, as are their long-standing staff team. Staff continually reflect on their practice and make changes to enhance children's learning experiences.
- Staff report that they are well supported and receive regular training to further improve their practice. They meet regularly as a team to discuss their observations of children and plan activities and children's next steps in learning. This helps children to continuously make progress across all areas of learning.
- The key-worker system is highly effective. Staff know their children very well and give parents regular updates on their progress. Children build their confidence and broaden their vocabulary through quality interactions with staff. Children are well prepared for their next stage of learning, such as starting school. Children become independent in their self-care and are confident communicators. Older children learn about letters and the sounds which they represent when they are ready and learn to write their names.

- Children sing familiar songs and listen to stories regularly throughout the day, enhancing their language. For example, children enthusiastically join in with the repetition in a retelling of the story of 'Goldilocks and the Three Bears'.
- On the whole, children's behaviour is good and they demonstrate kindness to one another. However, children are not always clear about staff's expectations for their behaviour. For example, during whole-class carpet sessions, children regularly call out. This results in other children not contributing and not all staff consistently remind them of the appropriate way to respond. At times, children run in the room, for example, to get to milk time. All staff do not quickly respond to reinforce their expectations, or explain to children why they need to follow rules.
- Children are given regular opportunities to play and learn outdoors in all weathers at this well-resourced setting. They plant daffodils and cut previously grown herbs using real tools and equipment. Children are encouraged to take supervised risks. They climb ladders on climbing frames, which contributes to their physical development.
- Children learn the importance of healthy lifestyles. They eat healthy snacks, enjoy daily fresh air and learn about the importance of oral hygiene. Children role play brushing their teeth and washing, using dolls, in the water tray.
- Staff create opportunities for children to understand about different cultures represented in the diverse world which they live in. They learn about religious festivals, such as Ramadan, Diwali and Jewish New Year, and experience foods from around the world.
- Children are supported well during their settling-in period. Staff comfort those children who are struggling and adapt sessions accordingly to meet each child's needs. They work closely with parents to establish their children's starting points in learning and make their children's first days at nursery as enjoyable as possible.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of high priority at this setting. All staff understand the importance of keeping children safe and are meticulous with their security measures. They risk assess the indoor and outdoor environments each day to ensure that they are free from hazards. Staff describe the signs and symptoms of abuse that might cause concern. They know the procedures to follow should they need to report concerns about a child's welfare. Managers have robust recruitment procedures in place to ensure that all staff are suitable to work with children. They continue checks around staff's suitability throughout their employment. Staff understand the importance of adhering to policies, such as the use of mobile phones, and are knowledgeable about keeping children safe online.

What does the setting need to do to improve?

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

- ensure that there is a consistent approach for children's behaviour, and that children understand expectations, to increase their understanding of keeping safe and appropriate social behaviour.

Setting details

Unique reference number	EY478905
Local authority	Richmond Upon Thames
Inspection number	10236391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	22
Name of registered person	Little Wrens Nursery School Partnership
Registered person unique reference number	RP533771
Telephone number	02030052509
Date of previous inspection	7 September 2016

Information about this early years setting

Little Wrens Nursery School registered in 2014. It is situated in Twickenham, in the London Borough of Richmond. The nursery is open during term time from 9.20am to 3.40pm, Monday to Thursday, and from 9am to 2.30pm on Friday. Sessions are available from 9.20am to 12.30pm and 12.30pm to 3.40pm, or children can stay all day. The nursery provides funded early education for children aged two, three and four years. It employs six staff, of whom two hold qualified teacher status, one is qualified at level 6 and three are qualified at level 3.

Information about this inspection

Inspector

Nicky McDougal

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 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 spoke with staff during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the management team.
- The inspector spoke to parents 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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