

# Inspection of Alexander House Nursery

GF Alexander House, 155-157 Merton Road, London SW18 5EQ

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Inspection date: 13 December 2022

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

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

### **The provision is good**

Children arrive at the nursery happy and excited to start their day. Key persons, who know children and their families very well, greet them with a warm hug and encouraging words. This helps children to feel confident and safe. Staff understand the importance of supporting children's personal, social and emotional development. They are kind and nurturing and always available to children who need emotional support. The provision and resources provide rich learning experiences for children, encouraging them to follow their own interests. Children, from the youngest to the oldest, play together in the large, well-organised playroom. They understand how to share and take turns and show consideration for each other.

Staff have high expectations for the children they teach. They plan activities that are interesting and engaging for all of the children. When involved in these activities, children make good progress. For example, children explore the properties of snow, ice and water. Babies use their senses to explore the water, and older children observe how the ice melts when they add liquid and salt. Staff carefully explain what is happening, introducing new key words. When asked at the end of the activity what happened to the ice and snow, children collectively respond with, 'It melted'.

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

- The manager has a clear intention for the nursery. She describes how she wants children to leave the nursery as confident and independent individuals, who are ready for the next stage in their education. The manager implements this by designing a curriculum that is based on children following their own interests and developing their own learning through play. Resources support all the areas of the early years foundation stage and are organised so that children can access them freely. Children are focused and stay at the activities they have chosen for extended periods of time, practising and extending their skills and understanding.
- All children make good progress, including children with special educational needs and/or disabilities. Staff talk knowledgeably about what children are working on and how they are supporting them to close any gaps in their learning. However, some staff do not fully understand how to intervene and extend children's independent play. This means that they do not consistently use valuable learning opportunities to extend children's learning.
- Staff focus on developing children's communication skills. They model the use of spoken English well. Staff speak slowly and clearly, using simple words and phrases to support children's understanding. They describe what children are doing and ask lots of questions, encouraging children to answer. This constantly

exposes children to spoken language, giving them the confidence to speak for themselves.

- The nursery has a varied collection of books, and children visit the local library weekly. However, staff do not regularly encourage children to use the inviting book areas and select books to read on their own and with others. Therefore, children do not begin to understand the importance of books and reading and how they can help to improve their language skills.
- Children's behaviour is generally good. Older children explain the routine activities that happen during the day. They describe how they help at lunchtimes, put on their own coats and shoes and are able to go to the toilet themselves, showing real pride in their independence skills. Most children have a good understanding of the expectations for their behaviour and follow the rules. However, staff do not consistently reinforce their expectations or explain to children why particular behaviour is not allowed. This means that some children do not fully understand why their behaviour is sometimes inappropriate.
- The manager values her staff, making sure that they feel supported, both professionally and personally. She works alongside staff, modelling good practice and organises regular training to develop their skills. Staff are highly motivated and report how happy and well supported they feel.
- The manager strives to provide the best provision she can. She evaluates staff's teaching practice regularly, seeking advice from the local authority and other agencies to inform her development work. The manager seeks feedback from children, staff and parents and acts on their suggestions. Parents are extremely positive about the nursery. They comment on how well staff know their children and appreciate the detailed information they provide about their children's experiences and learning needs.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know what to do if they have a concern about a child or a member of staff and the procedures to follow. The manager regularly tests staff's knowledge and makes sure that their safeguarding training is always up to date. This includes a range of issues, such as 'Prevent' duty and female genital mutilation. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns. Recruitment of staff is robust, and the manager checks their ongoing suitability. Staff carry out daily risk assessments, and appropriate action is taken to ensure children's safety at all times.

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

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

- develop staff understanding of how support children's independent play activities, to extend their learning further
- provide more opportunities for children to read books and listen to stories, to further support their language development
- extend staff's understanding of how to help children behave well and understand the impact their behaviour has on others.

## Setting details

<b>Unique reference number</b>	2611683
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10259833
<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>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Sierraina Education Limited
<b>Registered person unique reference number</b>	2611682
<b>Telephone number</b>	0208 870 0068
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Alexander House Nursery registered in 2020. It is situated in the London Borough of Wandsworth. The nursery is open all year round, from 8am to 6pm, Monday to Friday. There are 11 childcare staff, of whom four hold an appropriate early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Paul Church

## Inspection activities

- This was the first routine inspection the setting 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector, and parents shared their views of the nursery during the inspection.
- 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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