

Inspection of York Gardens Nursery

York Gardens Children Centre, Lavender Road, London SW11 2UG

Inspection date: 27 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly upon arriving at the nursery. They form strong attachments with staff, who give them lots of praise and reassurance. Children of mixed ages play together, which enables them to develop their social skills effectively. They learn to share and take turns to secure good behaviour. Children respond positively to the high expectations for their learning. For example, they listen well and follow instructions during group activities. Children are motivated to sing nursery songs and rhymes, which helps to widen their vocabulary. They receive good levels of support to understand the daily routines, including the use of a visual timetable.

Children enjoy daily indoor and outdoor activities, which enables them to develop their knowledge and skills in preparation for school. For instance, they test and improve their physical skills while on the slide and ride-on toys. Children also have lots of fun as they experiment with chalks on the big easel, supporting their early writing skills. They take delight in developing their mathematical skills, such as when they recite numbers and complete jigsaw puzzles. Children show that they feel safe and secure.

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

- The manager is very passionate about her role and responsibilities. She is particularly committed to supporting children from disadvantaged backgrounds to secure good outcomes in their learning.
- Staff build an effective partnership with parents. They keep parents informed about all aspects of their children's learning and development. Consequently, parents speak highly of the manager and staff. They appreciate the support they receive and recognise the benefit of this for their children. This highly successful partnership between parents and staff benefits children well.
- Staff also develop a strong partnership with a range of professionals, such as occupational therapists, to support children with additional needs. For instance, they follow a programme of activities from the therapists to strengthen children's physical skills. This practice contributes to a consistent approach to children's learning.
- Staff find that the manager is caring and supportive of their work. They value the opportunities to continuously develop their knowledge and skills. For example, some staff have gained a higher qualification, which has given them more confidence in their teaching practice. Other staff have completed training in sign language to help them to further promote children's communication skills.
- Staff observe and assess children's learning accurately. This enables them to identify and address swiftly any gaps in children's learning, such as speech delay. Children, including those with special educational needs and/or disabilities

and those who speak English as an additional language, make good progress from their starting points in learning.

- Children become independent learners. For example, they have a good go at putting on their own coat for outdoor play. Children move around freely and make choices about their play.
- Staff promote children's good behaviour. They give children sensitive support, which builds on their self-esteem and confidence. There are times, however, when staff are too quick to intervene when children encounter conflict during play. This does not support children to manage their feelings and emotions as effectively as possible.
- Children learn about people and cultures outside of their immediate experiences. For example, they hear different languages and celebrate various events at the nursery. This practice raises children's understanding of diversity.
- Overall, staff promote children's good health. For instance, they encourage daily exercise and fresh air to support children's physical growth. However, some staff do not always wash their hands after cleaning children's noses. This does not ensure the highest level of hygiene practices.
- The manager is a reflective practitioner. She regularly evaluates staff's teaching practice to ensure that children receive high-quality care and education. One of the recent changes made is to the organisation of group activities, intended to enhance children's concentration levels. This has had a positive impact on children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements a rigorous recruitment process to ensure that all staff are suitable to work with children. She offers staff regular safeguarding training so they can identify the signs and symptoms of abuse and know how to report their concerns to relevant agencies. This includes what to do if there is an allegation made against a colleague. Staff are good at monitoring children's attendance at the nursery to protect their welfare. Most staff hold a valid paediatric first-aid certificate, which enables them to respond in an emergency. They supervise children well to help keep them safe.

What does the setting need to do to improve?

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

- support children to resolve conflicts during their play, helping them to manage their own feelings and emotions more effectively
- review staff's hygiene practices to ensure that these are implemented consistently to fully promote children's health.

Setting details

Unique reference number	EY489777
Local authority	Wandsworth
Inspection number	10264874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	41
Name of registered person	The Play People Limited
Registered person unique reference number	RP534640
Telephone number	02072233392
Date of previous inspection	28 June 2017

Information about this early years setting

York Gardens Nursery re-registered in 2015 and is located in the London Borough of Wandsworth. The nursery is open each weekday, from 9am to 4pm, during term time. There are nine members of staff, including the manager, who holds qualified teacher status. Seven staff members hold qualifications in early years ranging from level 2 to level 6. The nursery receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and inspector undertook a learning walk around the nursery and discussed how staff plan and implement the curriculum. They carried out a joint observation of an indoor activity and evaluated the impact of this on children's learning.
- The inspector spoke with parents and considered their experiences when evaluating partnership working.
- The inspector observed children's play, inside and outside. She engaged with children during their play at appropriate times during the inspection.
- Staff explained to the inspector how they support children's learning and protect their welfare.
- The inspector reviewed documentation, such as samples of staff's suitability records and their qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023