

# Inspection of Top of the Class Nursery and Pre-School

Top of the Class Nursery, 332 Upper Richmond Road West, LONDON SW14 7JR

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Inspection date: 12 July 2023

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

### The provision is good

Children are happy and settle quickly when they arrive at the nursery. This is because they have established warm and trusting relationships with the staff. This helps children to feel safe and self-assured. Children respond well to staff's high expectations for their learning and behaviour. Young children develop important skills, such as sharing and taking turns. Older children show maturity when speaking and listening to adults. Children with special educational needs and/or disabilities (SEND) receive additional support to help meet their needs. They benefit greatly from hearing correct pronunciations of words and speech sounds, which help to develop their language skills.

Children access a wide range of activities, inside and outside, which motivates them to play. For example, young children delight in playing with toy animals and cars. They are encouraged to count, which helps to promote their early mathematical skills. In the garden, children have opportunities to practise their strength, dexterity, balance and coordination. They enjoy exploring sensory resources, such as shaving foam, which inspires them to smell, touch and feel it with their hands. Children show positive attitudes to learning.

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

- The manager is a passionate and dedicated professional. She works well with her deputy manager to maintain the good quality of education in the nursery since the last inspection. Together, they offer children and families, particularly those who are disadvantaged, additional support, which has a positive impact on their lives.
- Staff enjoy working at the nursery. They talk about the support and opportunities to help them perform their roles with confidence. For example, after completing training, staff increased their knowledge of how to plan and deliver the curriculum more effectively. This results in children, including those with SEND, making rapid progress in their learning.
- Staff are very good at working with parents and other professionals. They share their accurate observations and assessments of children's learning to keep parents fully informed. Parents agree and provide positive feedback about the nursery. They describe staff as 'warm, welcoming and nurturing', who support their children's emotional well-being particularly well. Parents whose children are starting school find that they are well prepared for the next stage of their education.
- During group activities, staff encourage children to talk about their day and sing songs to help extend their vocabulary. However, on some occasions, they do not ensure that they engage the quiet and less confident children as effectively as possible. Although children's behaviour is generally good. When this happens,

they can become disengaged and restless.

- The manager evaluates the quality of the provision effectively. She recognises that children can benefit further by having wider learning experiences outside of the nursery. In this respect, the manager wishes to re-introduce more outings to teach children about people and communities that are different to their own.
- Staff teach children how to use equipment safely, such as when climbing down the hill or using ride-on toys in the garden. They promote children's understanding of safety further by talking to them about the need to protect their skin in hot weather. This contributes to children's good health.
- Children enjoy home-cooked and healthy meals. They are learning some practical skills, such as serving themselves at mealtimes. However, at times, staff are quick to intervene and carry out tasks that children are able to do for themselves. This means staff do not promote children's self-care and independence skills as consistently as possible.
- Children follow good hygiene routines. For example, they are encouraged to wash their hands before handling food. This helps to minimise the risk of cross contamination and it promotes children's physical health.

## Safeguarding

The arrangements for safeguarding are effective.

The manager carries out thorough recruitment and vetting procedures to check staff's suitability to work with children. She offers all staff safeguarding training to ensure that they understand their responsibilities to protect children's welfare. Staff know the possible signs which may indicate that a child is at risk of harm or being exposed to extremist views. There are clear procedures for reporting any concerns to relevant agencies. Staff deployment is effective. This enables staff to supervise children well during play, inside and outside. This helps children to feel safe and secure.

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

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

- strengthen the organisation of group activities to fully engage all children, particularly those who are quiet and less confident, in order to give them better learning experiences
- follow a more consistent approach to promoting children's self-care and independence skills.

## Setting details

<b>Unique reference number</b>	EY406031
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10284477
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	85
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Rainbow School and Nursery (Richmond) Ltd
<b>Registered person unique reference number</b>	RP908910
<b>Telephone number</b>	02088765020
<b>Date of previous inspection</b>	14 December 2017

## Information about this early years setting

Top of the Class Nursery and Pre-School registered in 2010 and it is located in the London Borough of Richmond upon Thames. There are 19 staff members employed to work with the children. This includes one qualified teacher, three with an early years degree at level 6 and seven staff members hold a level 3 childcare qualification. The nursery is open each weekday from 8am to 6pm for 51 weeks in the year. The nursery is in receipt of funding to provide free 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 deputy manager showed the inspector around the nursery. They explained their curriculum to the inspector and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents spoke with the inspector to share their views on the quality of the education. Some parents left written feedback, which was taken into account.
- The deputy manager and the inspector observed two activities together and evaluated the quality of education being provided.
- The inspector spoke with the staff and children at appropriate times during the inspection.

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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