

# Inspection of Elmwood Nursery

Carshalton College, Nightingale Road, CARSHALTON, Surrey SM5 2EJ

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Inspection date: 19 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 arrive excited and are greeted pleasantly by staff. They happily separate from their parents and cheerfully hang up their bag on their peg. They find their name card as they self-register. Older children are eager to see their friends who greet them with excitement as they enter the room. Babies are content and develop secure relationships with familiar staff in the room and their key person. As a result, they confidently explore and babble during play. Older children are very curious about who is in the nursery and confidently ask questions about who they are, for example, the inspector.

Staff have high expectations for children's learning. They know them well and use their interests to spark interesting play ideas. Children enjoy the wide range of experiences on offer to them. They particularly enjoy accessing the garden, which has a range of exciting resources and equipment. Older children create their own games as they work together to build structures with large blocks, which inspires their imagination. These opportunities support children's focus and engagement well and broaden their skills.

Staff model being polite and respectful, for example saying 'please' and 'thank you'. Older children are very independent, while younger children are supported to develop these skills.

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

- The manager prioritises staff continuous professional development well. She works effectively with staff to identify a range of training opportunities to help them develop their knowledge and skills. For example, most recently they have complete training with regards to using mathematics in the early years. The manager evaluates the impact of staff training on children's learning.
- Parents are happy with the quality of care and education their children receive. They feel very involved in the nursery, such as being part of the parents committee. They know who to approach for support or to share information. Parents greatly appreciate the daily feedback and updates they receive about their child's day. They highly praise staff for their hard work and say they feel listened to. For example, they suggested that the menu is displayed clearer, so they understand better what their children are eating each day. This was quickly addressed.
- The manager and staff work in close collaboration with a range of external professionals, such as Portage. This helps them to better understand the needs of children with special educational needs and or disabilities. They develop their knowledge and skills to effectively support the children. Staff and professionals work closely together with parents to review and plan to meet the needs of

children. They share information about children to help them make the best possible progress.

- The curriculum is planned spontaneously to help children build on what they already know and enhance their interests and skills throughout their nursery journey. For example, babies are supported to build core strength as they become mobile. Toddlers are then encouraged to gain upper body strength as they move about. In turn, older children work on their hand and finger muscles, which supports their mark making, drawing and writing skills, for example, writing their name. This sequential learning means children can control a range of equipment. However, on occasions large group activities are not implemented as well as possible. For example, at times some children find it a little difficult to listen. Others talk over each other as they try to respond to staff questions, which impedes on their learning.
- Children learn how to play safely as they negotiate equipment. Younger children are confident on their feet, while older children learn to climb the tree in the garden and manage apparatus, such as the swing. Children enjoy time in the nursery's allotment, where they learn about 'recycling' and 'compost'. They grow fruits and vegetables, such as strawberries, tomatoes and sweetcorn. This support children to learn about healthy eating and lifestyle.
- Staff introduce mathematical concepts in children's play. Younger children learn to match the shapes and pictures on puzzles. Older children competently count, learn about size and match amount with numbers. They work out simple mathematical problems such as if they have five watering cans, how many more they will need to make six.

## Safeguarding

The arrangements for safeguarding are effective.

Staff provide a safe and secure environment for children to play and learn. They are aware of the signs and symptoms that might be indicators a child may be at risk of harm, and the reporting procedure to follow. Staff attend safeguarding training, and the manager ensures the policies and procedures are updated annually. These are shared with staff and parents so they are aware of the procedures to follow should they have a concern about a child's welfare. Staff are aware of how to report a concern regarding a colleague's conduct. The manager implements a robust recruitment procedure to help ensure that all staff are continually suitable to work with children.

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

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

- review large-group activities to help children understand waiting their turn to speak and listen to others to help enhance learning even more.

## Setting details

<b>Unique reference number</b>	EY368318
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10301166
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	33
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Carshalton College Further Education Corporation
<b>Registered person unique reference number</b>	RP527682
<b>Telephone number</b>	020 8544 4582
<b>Date of previous inspection</b>	18 January 2018

## Information about this early years setting

Elmwood Nursery registered in 2008. They located on the site of Carshalton College, in Carshalton, in the London Borough of Sutton. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one holds a qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Marvet Gayle

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk of the nursery and discussed the early years curriculum.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- Parents shared their views of the setting via telephone with the inspector.
- The inspector looked at relevant documentation and viewed evidence of the suitability of staff working in the nursery.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.

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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