

Inspection of Wimbledon Day Nursery II

33 Montague Road, LONDON SW19 1TF

Inspection date:

1 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this inviting nursery. Babies arrive extremely happily, holding their hands out to be cuddled, while older children run over to adults as they are greeted. Children have access to a calm, nurturing environment where they thrive and develop their individuality. The learning opportunities on offer are so stimulating that children spend most of their play highly engaged. Babies show their fascination and motor skills, delighting in sensory water play. Toddlers show exceptional concentration when using props to tell stories, while older children become engrossed in role play around aeroplanes.

Adults place a strong focus on well-being and self-regulation. They purposefully plan physical activities, such as yoga, at key times of the day. Children confidently manage their own behaviour extremely well, locating areas to rest and regulate feelings while smelling lavender to stay calm. Adults have established secure, trusting relationships with children. They consistently praise and encourage them to keep trying. This supports children to develop their confidence and strong self-worth.

Enthusiastic leaders and staff ensure that a broad, ambitious curriculum is in place. They support children to ignite their awe and wonder. Children harmoniously beam with delight as they hear communication through a walkie-talkie while learning about air marshals. All staff have high expectations for all children. Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are thriving. Leaders ensure early identification and intervention through language and social interaction groups to ensure these children make fantastic progress.

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

- Leaders and staff implement a curriculum that is inspirational and well structured. They know the children exceptionally well and develop individual milestones through their interests and abilities. The curriculum is rich in language, and cultural capital experiences are embedded strongly throughout. Children participate in focused language groups alongside reading and counting in languages that reflect the diverse children that attend. This supports children to make rapid progress in language development.
- Mathematical concepts are weaved throughout the curriculum. Children confidently count and use language relating to quantity and size during play. They measure and cut tape as they build their own cruise ships. This supports them to develop a deeper understanding of numbers. Younger children learn early prepositions by playing ball games using a parachute. They are encouraged to be creative, and adults show enthusiasm as they join role-play scenarios

created by children. This enhances children's imagination and freedom of expression.

- Children are incredibly independent throughout the day. All ages of children serve themselves and tidy up after themselves. Older children confidently have self-help skills mastered, and adults build on these strengths by giving out responsibilities. Adults teach children essential skills for later life, such as democracy. Children use voting stations with scales and stones to make choices. This helps teach children about respect and living in modern Britain.
- Adults place a strong emphasis on embedding gross motor skills. All children are physically active, participating in large- and small-scale movements. Outdoors, children play cooperatively, use pedal bikes and navigate the space as they run. Adults use their expertise to purposely plan activities to support the development of large and small muscles. This sets children up for excellent progress in physical development and early writing abilities.
- Parents are extremely happy with the nursery and consistently comment on the fantastic support they receive from staff. Parents agree that their children thrive at the nursery and are extremely well-prepared for school. Parents receive an abundance of information through an app, including how to continue to support development at home. Staff use information shared by parents to build on the topics and interests of the children. They invite parents into the nursery to share their knowledge and skills and to celebrate cultural events. This supports children to learn about diversity within families.
- Leadership is exceptionally strong. Leaders provide robust and regular opportunities for professional development. They use supervision and targets to ensure that support has a direct impact on teaching quality. Leaders ensure that staff consistently use early identification for children with SEND, immediately putting support in place and working closely with local authority professionals. This ensures these children make excellent progress. Leaders are highly reflective and are dedicated to evaluating the effectiveness of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a strong understanding of their safeguarding responsibilities. All staff attend regular training to ensure their knowledge is up to date. They confidently discuss reporting and whistle-blowing procedures for any concerns about a child or adult. Staff ensure the environment is safe for children and encourage children to gain an awareness of their own safety. Leaders keep abreast of issues in the local area by maintaining excellent links within the community. They share information with parents about internet safety and have robust recruitment procedures. Leaders have excellent methods for checking the ongoing suitability of staff, and they ensure that all staff keep their first-aid certificates up to date.

Setting details

Unique reference number	EY449325
Local authority	Merton
Inspection number	10308383
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	0 to 4
Total number of places	49
Number of children on roll	45
Name of registered person	A & M's Limited
Registered person unique reference number	RP910285
Telephone number	02085424175
Date of previous inspection	16 March 2018

Information about this early years setting

Wimbledon Day Nursery II first registered in 2012. It is one of two private nurseries owned by the same provider in the London Borough of Merton. The nursery is open from 7.30am to 6.30pm, all year round. The nursery provides funded early education for children aged three and four years. There are 18 members of staff, including the management team, 13 of whom hold appropriate early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Tania King

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- Leaders 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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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