

Inspection of Union Grove Community Nursery

Springfield Medical Centre, First Floor, 110 Union Road, LONDON SW8 2SH

Inspection date: 14 January 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have a clear idea of the curriculum they want to offer and how it should be implemented in the setting. However, it is not effectively monitored, or yet embedded in practice, as staff lack some understanding of how children learn, their next steps in development and how to support them to make good progress. As a result, teaching does not consistently have a significant impact on children's learning.

Despite this, staff know children well and are caring towards them. They cuddle and offer reassurance when children are upset. They support children's transitions between rooms well. This supports children's emotional well-being, as they feel secure to build positive relationships with others. Children are naturally curious and show an interest in things around them. They are confident to approach adults, talk about the planes they see in the sky and discuss how they mix the ingredients to make hot chocolate at home.

Staff manage and support children's behaviour well. They teach children about boundaries and expectations and act as good role models. For example, they encourage children to say 'please' and 'thank you' when they ask for something. Staff teach children about being kind. As such, children generally behave well and show caring behaviours towards others. However, due to poor-quality interactions, there are times when children become disengaged from the activities, which ultimately affects their behaviour and attitude towards their learning.

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

- Leaders have developed a curriculum that focuses on what children know and can do, and what they need to learn next. They speak about their vision for implementation and how staff should be working with children to support their development. However, leaders do not effectively monitor and train staff to ensure that they have a thorough understanding of how to deliver the curriculum to meet children's needs and next steps. Despite this, leaders are reflective and identify main weaknesses in the provision. They discuss further training, support and supervision for staff. This reflects well on their attitude towards making the necessary changes to improve the quality of education for children.
- Staff do not consistently identify what they want children to learn. As a result, interactions are of inconsistent quality and do not extend children's learning further. For example, when children explore numbers, staff ask basic questions and do not persist when children do not answer. Despite this, staff have positive relationships with children and talk with detail about children's journeys since they started.

- Staff offer opportunities for children to exercise their muscles. For example, children engage in football sessions every week where they practise their balancing and kicking skills. Younger children explore play dough, cutting, squishing and moulding it into a snowman. This supports children's overall physical abilities as well as their writing skills in the future.
- Staff read books to children. They explore the names and colours of animals and ask about the sounds they make. Children enjoy taking part in these activities. Some staff correct children's misunderstanding of things, for example when children incorrectly say animal sounds. This helps children to understand the world around them and supports their language development.
- Staff encourage children's independence and self-help skills. For example, they set up a lunch self-serve station for children to practise serving their own food. Staff sometimes act as role models for what they want children to do. For example, they teach children how to roll their sleeves up before they wash their hands independently. Staff praise children for attempting to do things by themselves. This supports children's sense of self and makes them feel proud of their achievements.
- Leaders and staff implement effective safety procedures to keep children healthy and safe. For example, children are continuously supervised during sleep and mealtimes. Food is healthy, nutritious and prepared safely for the ages of the children in each room. Staff understand how to cater for children with allergies and what to do in case of accidents.
- Leaders keep parents and carers informed about their children's day-to-day activities and learning through daily conversation and formal meetings. Parents discuss how they feel heard and comfortable to share concerns and their views of the setting. Leaders collect parents' feedback in a range of ways, such as through questionnaires and daily conversations.
- Sometimes, induction processes are not robust enough to extend staff's confidence and knowledge of the nursery policies and procedures. For example, staff sometimes rely on leaders rather than use their own initiative to action themselves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective monitoring systems to ensure that the quality of education is consistently good for all children	13/03/2025
provide staff with effective training and ongoing support to ensure they understand the curriculum intent and how it should be delivered, including through purposeful interactions that meet children's needs and next steps in learning.	13/03/2025

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

- strengthen staff's induction processes to boost their knowledge and understanding of the correct procedures.

Setting details

Unique reference number	EY361828
Local authority	Lambeth
Inspection number	10381272
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	48
Number of children on roll	45
Name of registered person	Union Grove Community Nursery Lambeth Committee
Registered person unique reference number	RP909690
Telephone number	0207 720 6185
Date of previous inspection	29 May 2019

Information about this early years setting

Union Grove Community Nursery registered in 2007 and is situated in the London Borough of Lambeth. It is open all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are 15 members of staff. Of these, three hold a qualification at level 6, six hold a qualification at level 3, and three hold a qualification at level 2. The setting offers government funded childcare.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during snack time and discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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