

The Village Nursery

The Village Nursery, 3a Station Road, LONDON, SW13 0LP

Inspection date

Previous inspection date

21/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The practitioners have a good understanding of how children develop and learn. They plan a good range of activities based on individual children's interests and their stage of development.
- The stimulating and caring environment is carefully planned to maximise learning opportunities for all children.
- Children play happily, purposefully and co-operatively as individual and in small groups. They are very well motivated, enjoy new challenges, and concentrate well at self-chosen activities.
- Children are able to extend their language development through experience practitioners giving children the opportunity to learn new words to extend their vocabulary. Good opportunities promote and support children whom are learning English as an additional language.
- Management have clear objectives and defined roles and responsibilities. They actively promote staff's professional development and encourage them to attend training to motivate them and improve practice.

It is not yet outstanding because

- Very new children to the setting are unsettled and only just becoming familiar with their key person.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the manager.
- The inspector observed children at play and their interaction with staff.
- The inspector sampled children's development records and some required documentation.
- The inspector took into account the views of parents through discussions.
- The inspector tracked the progress of two children, viewed their development records and spoke to their key workers.

Inspector

Janet Williams

Full Report

Information about the setting

The Village Nursery School has been operating for 35 years and re-registered in 2012. It operates from a large hall and three small playrooms situated in the rear of the Barnes Methodist Church in Barnes in the London Borough of Richmond upon Thames. Children have access to two enclosed outdoor play areas. The nursery operates Monday to Friday from 9.15am to 12.15pm during term time only. The nursery is registered on the Early

Years Register and the compulsory and voluntary parts of the Childcare Register. Children from the local community attend the nursery and there are currently 82 children on roll in the early years age group. The nursery is in receipt of funding to provide free early education to children aged three and four years. The nursery supports children with special education needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 staff, eight of whom hold appropriate early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Effective system for observing and assessing children development include children's interests, achievements and actions in the setting. Prior to children starting views and information are gathered from parents. Staff then compile their own observations under the areas of learning incorporating children's interests, achievements and actions in the setting. This enables them to plan suitable challenging activities and motivating opportunities for each child's future learning and healthy development.

Staff use the development matters in the Early Years Foundation Stage as a guide to making the best fit judgment about whether a child is meeting their expected levels of development. Individual children with identified needs, for example speech delay, staff are able to support them effectively through liaising with outside agencies enabling children to catch up with their peers.

Children use their imaginations and express their ideas in a variety of ways. They act out real life situations. For example, they pretend to be airline ground stewards, checking in passengers for their flights. Children's language is developing because staff use open questions, asking them 'how' and 'why'. Story time is an opportunity for children to share with their friends and adults and can relate to well-known stories by looking at the pictures. Staff's interaction with the children, both verbal and non-verbal, is of high quality and extends children's language and thinking. The outdoor play area provides good physical play where children are able to use their large muscle control running freely in open space. Children show confidence and are well motivated to learn. The good learning practices promoted by all staff provide children with the knowledge, skills and

understanding that they should have gained by the time they start school.

Children who speak English as an additional language are able to progress well through a few of the staff being able to speak the child's home language. This effectively supports the child. There is clear evidence that the key person system addresses and identifies children's individual needs and that parents are well informed about their children's progress. This also enables them to support and share information about their children's learning and development at home.

The contribution of the early years provision to the well-being of children

Children have many opportunities to learn by playing, exploring and being active, physical and creative which takes place both indoors and outside. The good organisation of the nursery provides children with easy access to a wide range of resources and balanced activities to help them progress all areas of the seven areas of learning. Children participate in a range of child free planned and adult initiative play. Specialist visitors are booked to attend the nursery, for example, yoga, French, drama and singing tutors. This expands the children's knowledge and enjoyment of learning

All children develop a healthy dependence on their key worker who is receptive to their individual needs. The individual attention for children who are new and settling in the nursery is priorities. However, photographs of carers are not displayed to help children recognise and become more familiar with their key person. Close relationships are developing between staff and children, and this plays an active part in children's learning. Activities successfully support and stimulate children's personal, social, emotional development. Children develop a good sense of belonging and learn about their own and others needs through group work and interaction from the staff. Children cooperate and work well together, understand the need to share and take turns when playing together. Children learn about keeping themselves safe through staff explaining boundaries. In addition, they know the importance of healthy routines. Children are able to explain to the inspector the reason of why it is important to wash their hands after using the toilet and before meals. They state 'to stop germs'. Children have good independent skills and are encouraged to manage their own personal needs, such as, dressing and undressing themselves when using the toilet.

The effectiveness of the leadership and management of the early years provision

Rigorous and robust procedures are in place to safeguard and protect children. The manager is the designated person for safeguarding and protecting children. She has completed a training course in which enables to her to identify, understand and respond appropriately to signs of possible abuse and neglect. Policies and procedures in place include if allegations are made against a staff member. In addition, notices displayed around the setting display that the use of mobile phones is not permitted. All documentation required for the safe and effective management of the nursery is in place.

This all contributes to the safeguarding and welfare of children. Staff deployment is very good and guarantees children are well-supervised and safe at all times.

There are effective recruitment procedures in place for appointing and vetting new staff. This includes a Criminal Records Bureau check. Children benefit from qualified and experience staff who are caring for them. Through discussion, staff understand their role and responsibilities. They work well as a team and clear communication and guidance allows them to provide stimulating well-balanced programmes. This enables children to learn and develop in the environment and progress to the early learning goals. Continuous assessment and staff appraisals promote their development through undertaking relevant training. This contributes to, and supports the good outcomes for children.

Good systems are in place to share continuously with parents how their child is progressing whilst at the setting. Children's daily contact books enable parents to make comments to support children's learning whilst at the nursery. The comprehensive weekly newsletter provides parents with ongoing information for each of the nursery's individual groups. This carefully addresses the range and type of activities and experiences provided for children. It also suggests how parents and carers can share learning at home.

Partnership with parents and some of the local schools are strong and well established to secure and promote the learning and development of all children in the nursery's care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY443679
Local authority	Richmond upon Thames
Inspection number	786576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	70
Number of children on roll	82
Name of provider	The Barnes Village Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07932797668

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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