

Inspection of Duchess Nursery Parson's Green

Duchess Nursery Parson's Green, 679a Fulham Road, London, Middlesex SW6 5PZ

Inspection date:

25 July 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Generally, children are happy, active and settled at the nursery. They have a trusting relationship with staff, who are kind and caring. This helps children to feel safe and secure. Young and older children particularly enjoy listening to stories being read to them. Children, including those who speak English as an additional language, develop their communication skills well. However, the quality of children's learning experiences is not consistently good. Some planned activities, for example, are not suitably challenging for all the children. As a result, there are occasions when children become bored and restless. Otherwise, children behave appropriately for their age.

Children learn to manage their personal care routines, including toileting. However, staff do not have high enough expectations for all the children. For example, they tend to do manageable tasks for the children, particularly at snack and mealtimes. This does not fully promote children's independence skills. Children receive lots of praise and reassurance from staff, which support their growing self-confidence. There are opportunities for children to exercise and have fresh air, such as when they visit local playgrounds. However, children's learning is limited because there is a lack of suitably challenging activities outdoors.

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

- The manager shows her commitment to continuous improvement. However, she does not evaluate the quality of the provision rigorously enough. For example, she has failed to identify that supervision and training of all staff are not yet effective. Nevertheless, all staff have completed a paediatric first-aid training course, to ensure they know how to deal with children's minor injuries.
- Staff observe and monitor children's progress appropriately. However, they do not make good use of the information gained to plan suitably challenging activities for all the children, indoors and outdoors. For example, during circle time, younger children lose interest and become disengaged because the activities are too long and difficult for them. As a result, some children are not consistently motivated to learn. This means not all children make the progress of which they are capable.
- Partnership with parents is not yet strong. Although staff invite parents to celebrate various events, such as sports day, they do not ensure that parents are fully informed about their children's learning. In addition, staff do not share enough information with parents to support children's learning at home. This does not promote an effective partnership.
- Children have some opportunities to develop their creativity and imagination. They enjoy playing with sand, dressing up and drawing pictures. On some occasions, staff do not give children sufficient time to understand when the

routine is about to change. This means children are not able to finish what they are doing naturally.

- Children learn about good hygiene practices from an early age. Even young children know how to wash their hands and brush their teeth after meals. This helps to reduce the spread of germs and infectious illnesses. Children also enjoy nutritious and healthy meals, which are cooked on site. Children's health is promoted well.
- Children are gaining some skills that are needed for the next stage of their education. For instance, older children are able to identify letters and link them to sounds, in readiness for school. Younger and older children learn to use numbers during play, supporting their early mathematical skills.
- Staff raise children's awareness of similarities and differences between themselves and others. For example, they provide toys and display positive images of people. Children learn about the diversity of communities and different families.
- Staff teach children to behave appropriately. For instance, they model polite words, such as 'please' and 'thank you'. Staff also encourage children to share and take turns.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete the required training to ensure their knowledge of safeguarding is up to date. They know how to recognise and respond to concerns about children or if there are allegations made against their colleagues. There are rigorous procedures for checking staff's suitability to work with children. The supervision of children is appropriate, including when they are on outings. For example, staff ensure that children are within their sight and hearing throughout the day. Staff risk assess the areas that children access to ensure these are safe and secure. They maintain high adult-to-child ratios to protect children's welfare.

What does the setting need to do to improve?

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

	Due date
improve the arrangements for the supervision and training of all staff to develop their personal effectiveness and raise the quality of education to consistently good levels	12/09/2022

support staff to make effective use of the information from observations and assessments to plan and provide suitably challenging activities for all children, indoors and outdoors	12/09/2022
explore other ways to communicate with all parents to ensure they are fully informed about their children's learning, and share sufficient information to support their children's development at home.	12/09/2022

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

- consider further ways to enable children to manage age-appropriate tasks to extend their independence skills
- evaluate the quality of the provision rigorously to identify and target improvements quickly for the benefit of children and their families
- help children understand when there is to be a change in routine, so they can finish what they are doing naturally.

Setting details

Unique reference number	2551543
Local authority	Hammersmith & Fulham
Inspection number	10239409
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	2 to 4
Total number of places	24
Number of children on roll	10
Name of registered person	Swinbrook House Nursery Schools Limited
Registered person unique reference number	2551542
Telephone number	02036095222
Date of previous inspection	Not applicable

Information about this early years setting

Duchess Nursery Parson's Green registered in 2020 and is located in the London Borough of Hammersmith and Fulham. There are five staff members in total. Of these, four hold early years qualifications at level 2 to level 5. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

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.
- Parents spoke with the inspector to share their views on the quality of care and education provided. These views were taken into account.
- The manager showed the inspector around the nursery and explained to her how staff plan and deliver the early years curriculum. Together, they carried out a joint observation and evaluated the impact of the activity it has on children's learning.
- The inspector observed children's play indoors. She accompanied staff and children on their walk to and from the local playground.
- The inspector engaged with the children at appropriate times during the inspection. She held meetings with staff, manager and a representative from the senior management team. All required documents were checked during the inspection, such as staff's suitability and training certificates.

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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