

Nurture SW19

71 Pelham Road, Wimbledon, LONDON, SW19 1NX



Inspection date	15 January 2018
Previous inspection date	17 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have strong partnerships with parents. Parents are pleased with the opportunities they have to contribute to their children's learning records. They appreciate the frequent communication they have with key persons about their children's learning.
- All children feel safe and secure, and their behaviour is exemplary. Exceptionally positive relationships exist between children and staff. This helps to support children's self-confidence and emotional well-being particularly well.
- During children's settling-in period, key persons establish children's starting points with parents. From then, regular observations of children as they play and learn help staff to pinpoint children's next steps in learning. This helps to ensure children continue to make good progress in their learning.
- Where other providers, including school, share the care of children, staff discuss children's achievements and next steps in learning with other carers. This helps to support consistency in children's learning and development.

It is not yet outstanding because:

- Sometimes, staff do not give children sufficient time to form their responses or express their ideas, before providing answers themselves.
- Occasionally, staff do not challenge children sufficiently to help to extend their learning even further.

What the setting needs to do to improve further

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

- allow children sufficient time to think and respond before staff provide the answers
- ensure that children are provided with appropriate challenge to further their understanding and learning.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked evidence of the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector discussed the evaluation documents with the manager and the owner.
- The inspector spoke to parents and children, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a comprehensive understanding of how to keep children safe. They know whom to contact if they have a concern about a child's safety or welfare. Leaders regularly evaluate their practice and include the views of parents and children. For example, parents' request for more outdoor opportunities has resulted in new resources to support children's learning in the outside area. Leaders regularly check the environment to ensure that it is safe for children. For instance, new finger guards have been put on all doors to prevent trapped fingers. Children's progress is frequently monitored. Leaders identify, and take steps to close, any gaps in children's learning. Staff know how to help children who have special educational needs (SEN) and where to obtain additional advice. Leaders provide good support for staff. Staff have regular opportunities to discuss their practice and training needs with leaders. This helps to support staff to increase their knowledge and skills further or to achieve a qualification.

Quality of teaching, learning and assessment is good

Staff support children's early reading skills effectively. Children learn the sounds that letters represent to help them read simple words. Children's physical skills are well supported. For example, the youngest children have plenty of space to explore as they crawl and develop their early walking skills. Outside, children dig and make marks in the sand, noticing what happens to the sand when it gets very wet. Children learn about a range of other cultures and customs. Parents share stories, dances and foods from their homelands, such as Flamenco dancing in Spanish week. Staff greet children in their home language to help to support their understanding of differences.

Personal development, behaviour and welfare are outstanding

Children have an excellent understanding of how to keep themselves healthy. For instance, they know that germs are easily spread if you cough without covering your mouth. They play cooperatively exceptionally well. For example, outside, children delight in playing 'What's the time Mr Wolf?' together, including the adults in their game. Children very confidently lead their own learning, such as playing at being the 'teacher.' Other children willingly engage in the game, following the directions of the 'teacher.' Children demonstrate highly positive social skills. At mealtimes, younger children engage with each other while older children chat very amiably together, and with staff, about their different experiences. The highly stimulating activities based on children's interests help children to be extremely well motivated.

Outcomes for children are good

Children are very ready for the next stage of their education, including school. They learn to write their name, and to count and recognise shapes. Children enjoy books and independently choose books to read from the wide range available. Older children can manage their personal care needs and learn to be independent. They all confidently explore the environment and lead their own learning when appropriate, freely and independently choosing their activities.

Setting details

Unique reference number	EY440265
Local authority	Merton
Inspection number	1069127
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	44
Name of registered person	Nurture Day Nurseries Ltd
Registered person unique reference number	RP902339
Date of previous inspection	17 April 2014
Telephone number	0208 5438080

Nurture SW19 registered in 2012. It is based in Wimbledon, London. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, apart from bank holidays. The provision employs 22 members of staff. Of these, five staff, including the manager, hold qualified teacher status and a further 14 staff have appropriate early years qualifications at level 2 or above. The provider receives funding to provide free early education for children aged three and four years.

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