

Inspection of The Roehampton Day Nursery and Pre-School

5 Medfield Street, London SW15 4JY

Inspection date: 31 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this friendly and welcoming nursery. They have secure attachments with staff, who are caring, nurturing and kind. Children who are new settle quickly. Staff use their understanding of children's interests and learning needs well to plan and deliver a well-designed curriculum. For example, children eagerly join in with the wide range of activities and resources on offer. They are creative and enjoy exploring materials such as play dough. Children test out their own thoughts and ideas as they play. For instance, they explore moulding the play dough in different ways to make food for role play and investigate construction materials, which they use to build a range of structures. All children make good progress in their learning and development.

Children are well behaved and polite. They know what is expected of them and follow routines well. Staff regularly praise children's efforts and achievements. This helps to raise children's self-esteem and develop their confidence to try new experiences. All children learn to manage their self-care needs, which older children confidently master. For instance, they competently dress themselves for outdoor play. Children make independent choices and decisions as they play. They play well together, sharing toys and resources.

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

- The manager and staff implement a well-sequenced curriculum. However, sometimes, staff do not identify opportunities in children's play when they can take children's learning to the next level. For instance, staff do not consistently challenge children's learning to build on what they know and can already do. In this way, children are not consistently provided with high levels of challenge throughout the day.
- The special educational needs coordinator works well with staff to ensure that children with special educational needs and/or disabilities (SEND) are supported in their development. Staff have high expectations for every child, including children with SEND and those from a disadvantaged background. As a result, all children are making progress.
- The curriculum for supporting communication and language is strong. Staff are good role models as they join children and comment on their play. They use clear speech and encourage children who speak English as an additional language to use their home language as well as learning English. However, staff do not repeat the correct word back to children to support their understanding of language. For example, when younger children refer to a cow as a 'moo', staff do the same.
- Children develop their physical skills as they play. Babies build up core strength as they balance and climb steps. Older children balance, run and throw and

catch balls in the outdoor area. Older children develop their small hand muscles as they practise their cutting skills. This builds skills for early writing.

- Partnership with parents is good. Parents are positive about the setting and the care and attention their children receive from staff. They highlight how much progress their children have made over time. Parents appreciate the information they regularly receive about their children's progress.
- Children eat healthy foods at mealtimes and learn about healthy lifestyle choices. For example, children eagerly decide where to plant their seeds, ready to grow vegetables. Staff consistently implement good hygiene practices. Children are learning to be independent. For example, older children eagerly scrape their plates clean once they have finished eating.
- Staff are enthusiastic and devoted to their work. They are supported well by the manager, who has high expectations for children's learning. She motivates and supports the team well, using her knowledge from recent training to understand how staff feel and support their well-being. Staff are provided with many opportunities for professional learning and development, which helps to raise the quality of care and education for children.
- Staff understand the policies and procedures to follow to safeguard children. They receive regular training to develop their knowledge. Staff know their role in making referrals to their designated safeguarding leads, but also to refer any concerns they have directly. This includes allegations against those working with children.

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

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning
- improve staff's understanding of the importance for children to hear and use the correct word to enhance their vocabulary to make the best possible progress in their communication and language skills.

Setting details

Unique reference number	2646447
Local authority	Wandsworth
Inspection number	10304873
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	0 to 4
Total number of places	50
Number of children on roll	17
Name of registered person	Little Garden Day Nurseries Limited
Registered person unique reference number	RP519313
Telephone number	0208 7892366
Date of previous inspection	Not applicable

Information about this early years setting

The Roehampton Day Nursery and Pre-School registered in 2021. It is situated in Roehampton within the London Borough of Wandsworth. The nursery operates Monday to Friday from 7.30am to 6.30pm all year round. The nursery employs nine staff. Of these, five hold a childcare qualification at level 3, including the manager, and four staff are unqualified. The nursery offers funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 inspector carried out a joint observation with the manager.
- The inspector spoke to several parents, sampled written feedback and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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