

Nursery on the Green

65-67 High Street Colliers Wood, LONDON SW19 2JF



Inspection date	21 June 2019
Previous inspection date	6 October 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The key-person system and staff deployment arrangements are weak. This is evident when staff do not maintain correct ratios at the start of the day and babies are moved around to accommodate these. In addition, staff working with young babies at the start of the day have limited knowledge about their learning needs. This does not support their personal and emotional development effectively.
- Some staff working with children do not understand the nursery's safeguarding policies and procedures. Some are unaware of how to recognise possible signs that a child is at risk of harm and how to escalate concerns to help to protect children's safety. In addition, some staff do not understand their responsibility to prevent children and families that may be at risk of extreme views or behaviours.
- The quality of teaching and interactions with children are variable and the arrangements for monitoring and coaching some staff are ineffective. For example, some staff, especially those working with younger babies, do not consistently provide interesting activities, especially indoors, and do not effectively extend and challenge their learning.
- Some staff do not consistently and accurately assess children's learning. This means children are not given the full support required to help to promptly close the gaps in their learning. This means some children are not appropriately prepared for school when the time comes.
- Self-evaluation is ineffective. The management team fails to promptly address significant weaknesses in practice.

It has the following strengths

- Most children generally seem happy and enjoy their time at the nursery.
- Parents express high levels of satisfaction and state that they find staff friendly and approachable and feel included in their children's learning.
- Children have frequent opportunities to learn outdoors and enjoy a range of activities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that an effective key-person system is implemented and staff deployment is improved to provide children with more consistency and to meet their personal learning needs	12/07/2019
ensure that legal ratios are consistently met	12/07/2019
ensure all staff working with children have a secure understanding of the nursery's safeguarding policies and procedures	12/07/2019
improve systems to monitor staff performance and ensure all staff have the skills and knowledge needed to provide consistently good teaching and care and provide an interesting and challenging range of activities and learning experiences indoors, especially with babies.	12/07/2019

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

	Due date
improve arrangements to accurately and consistently assess all children's individual learning needs to target teaching to promptly close the gaps in children's learning.	12/07/2019

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

- improve the self-evaluation process to focus on promptly addressing the key areas identified to improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and staff interactions with children, and assessed the impact this has on their learning.
- The inspector carried out some joint observations with the manager.
- The inspector spoke to several parents and considered their views.
- The inspector looked at essential documentation, such as staff suitability checks and qualification certificates.
- The inspection was prioritised due to concerns about several aspects of practice, for instance that staff-to-child ratios are not consistently maintained and that staff do not carry out consistent assessment of children's learning to best support their future progress.

Inspector

Amy Mckenzie

Inspection findings

Effectiveness of leadership and management is inadequate

The management team has not sustained positive changes made at the previous inspection and fails to monitor the quality of the provision well enough to address the areas which require significant improvement. Some children do not establish secure attachments and have good levels of continuity in their care. For instance, on the day of the inspection, a number of staff were absent from the baby room and the staff present at the start of the day had limited knowledge about their interests and learning needs. In addition, a baby was moved to another group to accommodate ratios and staff in that room also did not have a good overview of the child's age and next steps in learning. Safeguarding is ineffective. Some staff do not have secure safeguarding knowledge. This is evident when some are unsure of how to identify potential signs that a child's welfare is at risk and how to report any potential concerns about their overall safety. There are appropriate recruitment procedures in place; this is apparent when staff suitability checks are carried out to help to ensure they are suitable for their roles. Although staff receive an induction when they start and the manager carries out supervision meetings, some staff do not fully understand their responsibilities, for example some do not know whether they have key children or not. Despite this, parents state that staff obtain key information from them when their children start and communication is generally good. They also express that they feel included in their children's learning.

Quality of teaching, learning and assessment is inadequate

The quality of teaching and learning experiences for children is variable. Some staff are not always alert to times when children need support to motivate and engage them in their learning. This is apparent when babies wander around aimlessly and do not have enough interesting indoor planned activities to capture their interest and to challenge their learning. In addition, the management team has not checked that assessment of children's progress is consistently completed and is accurate. Some staff are not good enough at assessing children's learning, particularly when older children are showing signs of falling behind. As a result, planning is not well targeted to match individual needs of children, and some do not make good enough progress. Despite this, all children have frequent opportunities to play outdoors, although some resources for older children are rather tired and old. Nevertheless, babies enjoy crawling outside and exploring the activities available and older children enjoy climbing on a climbing frame and playing chasing games. This contributes to them developing their physical skills and to leading healthy lifestyles. Outdoors, toddlers mix and discuss new colours as they paint and use some new language as they engage in role play. This supports their imagination and emerging communication skills.

Personal development, behaviour and welfare are inadequate

Weaknesses in relation to staff deployment, the quality of teaching and the education programmes, especially with babies and how children's learning is monitored and assessed, significantly contribute to children not receiving a good enough quality of care and education. Despite this, children generally show appropriate levels of independence and enjoy making choices about their day. This is evident when older children choose what they wish to play with and help to tidy up their classroom. They also learn about

the importance of staying safe in the sun, and children's special dietary needs are appropriately catered for. Staff are encouraging and frequently offer explanations about expected behaviour. Children generally behave well and older children frequently play collaboratively together.

Outcomes for children are inadequate

Weaknesses in planning, teaching and assessment mean that some children do not make the progress of which they are capable, particularly babies and older children who need extra support with their communication and language. This means some children are not well prepared for their next stage of learning, including school. Despite this, babies enjoy drawing shapes during messy play and toddlers and older children enjoy singing, dancing and exploring musical instruments. They also help to water the plants, where they discuss what plants need to grow. This enhances their growing understanding of the world around them.

Setting details

Unique reference number	EY416261
Local authority	Merton
Inspection number	10112738
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	64
Name of registered person	Nursery on the Green (UK) Limited
Registered person unique reference number	RP525597
Date of previous inspection	6 October 2016
Telephone number	02086527599

Nursery on the Green registered in 2011 and is located in the London Borough of Merton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks a year. There are currently 15 members of staff employed to work at the setting, all of whom hold appropriate childcare qualifications between level 6 and level 2.

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.

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