

# Inspection of Wimbledon Nursery And Preschool

1a Dorset Road, LONDON SW19 3EY

---

Inspection date: 17 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide many opportunities and experiences to help to develop children's skills, in all areas of learning and development, overall. Staff support children to be confident and independent learners in a challenging and busy environment. For example, very young children independently crawl, cruise furniture and toddle as they explore their environment. They confidently negotiate uneven surfaces outdoors to help to practise their physical abilities. Toddlers firmly hold chunky chalk and crayons and excitedly notice the random marks they make. Older children concentrate as they investigate early maths concepts, including counting, sorting and comparison. Children are keen and motivated learners.

Staff create a warm, welcoming and nurturing environment to help to develop children's sense of belonging, emotional well-being and security. For example, staff sing songs, blow bubbles and provide lots of cuddles for new children. Children begin to develop close attachments with a key person. They show that they are emotionally secure, feel safe and settle quickly. Staff are good role models. They help children to learn how to keep themselves safe, how to behave well and to show respect for one another. Children demonstrate positive behaviour.

Staff ensure they meet the needs of all children. Children with special educational needs and/or disabilities (SEND) are supported particularly well by competent and experienced staff. Consequently, all children make good progress and achieve the best they can.

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

- Leaders understand the importance of continuous professional development opportunities to help to consistently improve staff's knowledge and teaching skills. For example, following training, staff say they are more confident to implement the nursery curriculum. However, this is in its early stages, as some staff are not clear about what they intend children to learn from the planned activities and experiences offered to children.
- The newly appointed manager is very confident in her role. She leads by example and has a clear and ambitious vision for continuing to provide good-quality inclusive care and education for all.
- Leaders have a good understanding of the early years foundation stage safeguarding and welfare requirements. For example, they swiftly raise their safeguarding concerns with the local authority without delay, and know when to notify Ofsted of any significant events to meet requirements.
- The manager, who is also the special educational needs coordinator, is knowledgeable in her role. She works exceptionally well with parents and external agencies. This helps to ensure children with SEND receive the best

possible early education in readiness for when they move on to school.

- Effective safe recruitment and induction processes help to ensure new and agency staff understand their roles and responsibilities. These include safeguarding training, emergency evacuation procedures, and health and safety training. All staff working with children have their suitability checked to ensure they are safe and suitable to work with children, such as through identity checks and vetting procedures.
- Parents appreciate the inclusive practice and targeted support their children receive to help to meet children's individual needs. For example, parents welcome the experiences their children have that help to promote an understanding of family backgrounds, local communities and what makes their children unique. Parents comment very positively about the consistency in care and education, and the progress their children make over time.
- The nursery curriculum focuses well on personal, social and emotional development, and on communication and language skills. For example, staff provide many opportunities to extend children's vocabulary and they comment on children's play and learning. Children confidently use the new words they have learned, such as 'volcano' and 'erupt'. Babies babble and copy words, such as 'oh no' and 'oh dear'. Children are confident communicators. Nevertheless, not all staff are clear about the curriculum aims.
- Staff have built positive links with local primary schools. They have plans for school-age children to visit the nursery to help to develop children's love for books and early reading skills. There are effective systems in place to support children to transition on to school, such as regular visits to local schools and meeting with teaching staff. This also helps to promote consistency in care, learning and children's welfare.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their role in keeping children safe. Leaders ensure that staff undertake regular safeguarding training and have up-to-date paediatric first-aid training. Staff are aware of the policy for whistle-blowing and know how to escalate any safeguarding concerns. The manager understands the procedure to follow if allegations are made against a member of staff. Staff carry out daily safety checks to make sure that the premises are safe for children to play and learn in.

## What does the setting need to do to improve?

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

- explore ways to build on the already good-quality teaching to a consistently high level, and extend staff's understanding of what they intend children to learn.

## Setting details

<b>Unique reference number</b>	EY464601
<b>Local authority</b>	Merton
<b>Inspection number</b>	10302534
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0203 780 3029
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

Wimbledon Nursery And Pre-School registered in June 2013. It is open Monday to Friday, from 7.30am to 6.30pm, for most of the year. There are currently 21 members of staff, including the manager. Of these, one holds qualified teacher status, one holds an early years qualification at level 4, seven hold a level 3 qualification in early years, and four staff members hold a level 2 qualification in early years. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk and discussed the organisation of the nursery and the early years curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector took account of parents' views on the nursery.
- A meeting was held with the leadership team to discuss leadership and management arrangements.
- Relevant documentation was available for inspection, such as records of accidents and injuries, written complaints and notifications to external agencies.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023