

Eastwood Day Nursery

166 Roehampton Lane, London, SW15 4HR



Inspection date

9 May 2016

Previous inspection date

31 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The extremely well-planned and stimulating learning environment captivates children's interest and imagination as they play.
- The manager and staff support children's understanding of healthy lifestyles exceptionally well. For example, they organise active outdoor learning events for families and children.
- The leadership team has high expectations for the level of care and learning that children receive. Effective systems are in place to monitor the quality of teaching and learning.
- Staff know each child very well. They observe their key children's development closely and plan effectively to move them on in their next stage in learning through accurate assessment. All children make good progress from their individual starting points.
- Parent partnerships are good. Staff keep parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting.

It is not yet outstanding because:

- At times, staff are slightly inconsistent in the level of challenge and support that they offer to children during planned, group activities. Children who complete tasks quickly and move on to other activities miss out on some of the good quality input from staff.

What the setting needs to do to improve further

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

- develop the good teaching further to provide an equally good level of challenge to all children during group activities, to consistently help them to make the best possible progress.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the managers.

Inspector
Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The leadership team reflects accurately on the service provided to make continuous improvements. Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have concerns about any child's welfare. The leadership team has thorough systems to monitor children's progress, and any gaps in development are quickly identified. Staff work closely with other professionals and ensure that children's progress is well promoted.

Quality of teaching, learning and assessment is good

Children have lots of opportunities to explore and lead their own play. Staff encourage them to become independent and inquisitive learners. Staff play alongside children and effectively support children to think things through, for example, through skilful questioning. Staff promote children's communication and language development well. For example, they listen carefully, valuing what younger children have to say and introducing new vocabulary as they play. Staff support children's physical development and coordination effectively. For example, younger children successfully water plants using spray bottles, and older children practise their cutting skills in interesting ways, such as cutting up cubes of jelly.

Personal development, behaviour and welfare are outstanding

Staff are exceptionally caring and form extremely strong bonds with children. Children are exceedingly happy and secure. Staff are excellent role models and use highly successful methods to manage behaviour. For example, they very sensitively help children to understand how their actions affect others. Children work exceedingly well together, for example, as they make decisions jointly in their creative work. Staff provide exciting activities that help children to develop their understanding of how to play safely. For example, children work with great control and awareness of others as they hammer nails into wood. Staff plan a superb range of activities to help children understand and respect differences. For instance, children use their observation skills sensitively to match baby photographs to their friends.

Outcomes for children are good

Children are motivated and fully engaged in their learning. They demonstrate perseverance and enjoy solving problems. For example, children work out how to re-assemble a torch. Children listen carefully and respond to discussions, expressing their ideas clearly. Younger children confidently make marks in preparation for writing, and older children write their names independently. Children use their developing mathematical skills naturally as they play, such as counting and comparing sizes. All children are well prepared for the next stage of their learning and for starting school.

Setting details

Unique reference number	EY370392
Local authority	Wandsworth
Inspection number	1028296
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	74
Number of children on roll	86
Name of provider	Eastwood Nursery School Governing Body
Date of previous inspection	31 October 2013
Telephone number	02088 763976

Eastwood Day Nursery registered in 2008. The nursery operates in Roehampton, in the London Borough of Wandsworth. It opens from 8am to 6pm, Monday to Friday, throughout the year. The setting employs 13 staff. Of these, four hold relevant qualifications at level 6 and three hold qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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