

# Inspection of The Roche Nursery School

Keswick House, 42 Keswick Road, London SW15 2JE

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Inspection date: 10 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Leaders within this setting are highly inspirational and passionate. They lead an extremely well-qualified staff team, who implement an ambitious, challenging curriculum that ensures the best learning opportunities for children. Children are exceptionally happy and safe. They engage deeply in their learning. Experiences provided are tailored to meet children's current interests and needs and capture their imaginations. Children are extremely confident within the setting and share their ideas with others. Staff ensure that children's views are considered. Older children vote on which book they would like to read before lunch and which new song props they would like their 'Song-Cat' to find. Staff have extremely high expectations of children. Children show high levels of independence in all aspects of their self-care. They fully embrace the opportunities available to them and show very high levels of confidence. Older children flow between the upstairs and downstairs rooms with maturity.

The behaviour of children is impeccable. They are extremely kind to each other. They share resources without prompting and show concern when others may be upset. Children with special educational needs and/or disabilities are extremely well supported within the setting. Leaders and managers work closely to support parents as well as children. Staff liaise with relevant outside agencies to ensure children receive the support they need to ensure they make the best progress.

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

- The curriculum of the setting is extremely well structured to ensure children make exceptional progress from their starting points. Staff know children exceptionally well and experiences are individually tailored to meet children's next steps.
- Staff are exceptionally skilled in extending the interests of children to promote their learning. This enables them to recognise children's talents and develop this with specialist support. For example, children work in partnership with an art teacher from the setting's sister school.
- Communication and language is expertly promoted throughout the setting. This is illustrated when staff skilfully build on children's growing vocabulary by using repetition, songs and asking lots of open-ended questions. This enables children to reflect on what they have learned and use new vocabulary. For example, during a science workshop children learn about the solar system. During a follow-up activity, children mix colours to make their own planets, they recall the words 'solar system, Mars' and 'Jupiter'.
- Staff expertly promote the importance of living a healthy lifestyle to children. For instance, a visit from the 'rainbow fairy' gave children the opportunity to learn about different types of fruit and vegetables. While eating lunch, children recall

how the 'fairy' told them they may need to 'try foods 17 times' before they decide they like it.

- Children have superb opportunities to learn outdoors, including taking part in 'forest school' sessions weekly. This enables them to develop their emerging physical skills by taking part in activities, such as obstacles courses. Children learn about taking risks within a safe environment, using real life tools such as hammers.
- The diversity of the setting is celebrated exceptionally well. Cultural celebrations important to children and families are embedded into the planning of the setting. Children learn about what makes them unique and this is represented and celebrated around the setting. Children are taught to value each other's opinions and show respect to each other.
- Partnerships with parents are exceptionally strong. Parents talk of excellent communication as well as the nurturing nature of staff. Staff keep parents up to date with their child's learning and development. They provide guidance and support for parents when appropriate and signpost them to external services, as required.
- Leaders and managers support staff's well-being extremely well. They understand the effect the COVID-19 pandemic has had and have taken steps to ensure staff feel listened to and supported. Staff have welcomed the introduction of initiatives, such as 'mindfulness Monday'. The team come together to have breakfast before the setting opens and talk about the week ahead.
- Leaders and staff reflect on their practice. They seek regular feedback from parents. Staff work closely with other agencies and the local authority to support children and families. Staff are encouraged to engage in further training to continue their own professional development.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding within the setting is extremely robust. All staff attend relevant safeguarding training which ensures they are aware of their responsibilities to keeping children safe. Staff are clear about the signs of possible abuse and understand the reporting procedures. Staff recognise their responsibility to whistle-blow on colleagues, should they have any concern over their conduct. All staff have attended training on the 'Prevent' duty guidance and understand the signs of radicalisation. Leaders and managers work in partnership with parents to ensure children's safety. A recent workshop was held to inform parents about the importance of online safety.

## Setting details

<b>Unique reference number</b>	EY316604
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10138245
<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>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	The Roche School Limited
<b>Registered person unique reference number</b>	RP903569
<b>Telephone number</b>	0208 704 4857
<b>Date of previous inspection</b>	17 March 2016

## Information about this early years setting

The Roche Nursery School at Keswick House, registered in 2006. It operates in a residential area of East Putney in the London Borough of Wandsworth. It is open from 8.45am to 3pm on Monday to Thursday, and 8.45am to 12pm on Friday, during term time. The setting employs eight staff, three of whom hold appropriate early years qualifications at level 3. Five staff hold a level 6 qualification. The setting receives funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Natalie O'Leary

## 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.
- The Head of Nursery joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection 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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