

# Inspection of Nursery @ Aspire

Southfields Academy, 333 Merton Road, LONDON SW18 5JU

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Inspection date: 30 June 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

The manager and staff provide a vibrant learning environment where children thrive and flourish. Children are excited to explore the activities on offer and immerse themselves in the experiences provided. They are happy and feel safe. Children's behaviour is exemplary. They have extremely positive and respectful role models to look up to. Leaders highly value children's and staff's well-being. Children learn to regulate their emotions in a secure environment.

Staff are passionate, dedicated and highly reflective to ensure that they provide the best possible learning experiences to stimulate and challenge children. Staff interact and support children with a nurturing and inclusive approach. They help children to feel confident to take risks. Staff go over and above in getting to know the children and their families; this supports children to settle quickly. Children transition to the setting with ease due to the strong attachments which they make with staff. On arrival, children enter happily and are thrilled to be greeted by their key person.

Children are prepared well for their future as they are taught to be independent, sociable and strong communicators. All staff engage in dialogue with children. They use every opportunity to interact and encourage children to talk and learn new words. Toddlers enjoy exploring the role-play fruit and are asked if they will share 'half' of the pear.

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

- Leaders are highly reflective and continuously strive for improvement. Staff are inspired to complete training to further their professional development. This enhances their practice, which has a significant impact on children's learning, development and progress. Recent training about the early years curriculum enables staff to provide activities which develop, consolidate and deepen children's knowledge across all seven areas of learning.
- The key-person system is extremely effective and staff know all children exceptionally well. Staff plan a well-sequenced curriculum, along with carefully planned transition and settling-in arrangements. This enables staff to know children's starting points in development and what they need to learn next to progress. For example, children are fascinated with experiments and enjoy creating a rain cloud with water, shaving foam and food colouring. Children independently pour water in a cup and use the newly acquired vocabulary of 'full', 'half full' and 'empty'. Staff are clear on what can be taught next, for instance, measuring using different-sized containers.
- Children learn about different emotions and how to manage their feelings. They show resilience and confidence when taking turns and sharing the resources

available to them.

- Children are highly motivated and engaged. Staff support children exceptionally well and encourage them to keep trying if they find something difficult. Children respond to the positive praise and enthusiasm from staff which gives them the motivation to persevere with the task at hand.
- Children acquire excellent language and literacy skills, and make links within their learning. Staff introduce children to new vocabulary. They remember new words and independently use them in different contexts. For example, when children celebrate their birthday and bring in a caterpillar birthday cake to share, they remember when they had live caterpillars at the setting. Children comment, 'We had caterpillars, they went in a cocoon and was a butterfly'.
- The manager builds strong and effective partnerships with local schools and other external professionals. This collaboration improves outcomes for individual children, particularly children with special educational needs and/or disabilities.
- Staff successfully address gender stereotypes and use inclusive language. They choose books carefully to share with the children during story time, for example, 'Pink is for Boys'. Children learn that pink is for boys, girls and everyone. Staff plan rich experiences which encourage all children to enjoy all areas of learning, particularly the construction area and dolls.
- Staff celebrate diversity, and children talk positively about different family structures, multicultural cuisines and religious festivals. Children's knowledge is enriched further through stories and hands-on experiences, for example observing different dances from around the world.
- Children are encouraged and self-motivated to become independent learners. They happily put on their coats and shoes for outdoor play, and feed themselves using cutlery. Babies are also encouraged to feed themselves, either with a spoon or their fingers. Children know the routines well and are actively involved in the tidy-up routines after lunch and snack time.
- Children understand the importance of healthy eating and why oral hygiene is imperative. Children make healthy food choices and can talk about their own experience of going to the dentist.
- The relationships between parents and staff are exceptional. Parents comment on the positive relationships which they and their children have with the staff. They know who their child's key persons are. Parents are kept up to date through daily discussions, photos and through parent and key-person meetings. They report that staff go above and beyond for the children and feel like they have 'won the lottery' with their children attending the setting.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a comprehensive understanding of how to safeguard children effectively to keep them safe from harm. Leaders ensure that all staff are knowledgeable and kept up to date with safeguarding training, including the 'Prevent' duty, female genital mutilation, online safety and child exploitation. Staff know the different types of abuse and the signs to look for which may indicate a

child is at harm. They know how to record and report all concerns effectively, including notifications and referrals to the right agencies. Leaders have rigorous recruitment and vetting procedures in place to ensure that staff are suitable to work with children. Vigorous induction procedures help all staff to have a clear understanding of the policies and procedures to follow. Staff carry out risk assessments each day to prevent potential hazards, and to ensure that all areas of the nursery are safe and secure.

## Setting details

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| <b>Unique reference number</b>                     | EY429774  |
| <b>Local authority</b>                             | Wandsworth  |
| <b>Inspection number</b>                           | 10128506  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 52  |
| <b>Number of children on roll</b>                  | 42  |
| <b>Name of registered person</b>                   | Nursery @ Aspire                                    |
| <b>Registered person unique reference number</b>   | RP530762  |
| <b>Telephone number</b>                            | 02088705093   |
| <b>Date of previous inspection</b>                 | 16 April 2015                                       |

## Information about this early years setting

Nursery @ Aspire registered in 2011 and is located in the London Borough of Wandsworth. The nursery is open, from 7.30am until 6.30pm, for 50 weeks of the year, closing for two weeks at Christmas. It employs 15 staff, including the manager, and 13 of whom hold appropriate early years qualifications. Two members of staff hold qualified teacher status, one holds a level 6 qualification, one holds a level 5 qualification, seven staff members hold qualifications at level 3, two staff hold a level 2 qualification and two staff members are unqualified. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Katie McCarthy

## 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 manager and staff and has taken that into account in their evaluation of the nursery.
- The inspector spoke to parents and staff and took account of their views.
- The inspector and the manager completed a learning walk together to discuss the curriculum and the quality of education.
- The nursery manager and the inspector took part in a joint observation of children engaged in an activity and discussed the impact of the teaching on their learning.
- The inspector observed staff interaction with the children during indoor and outdoor play, snack and lunchtimes.
- The inspector held a meeting with the nursery manager and looked at a sample of key documentation, including qualifications and evidence of staff suitability.

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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