

# The Roche School

All Saints Hall, 70 Fulham High Street, London, SW6 3LG



## Inspection date

11 May 2015

Previous inspection date

1 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching in the nursery is outstanding. The staff team work exceptionally well together and provide children with rich and varied experiences. These enable children to learn equally well whether they are working with an adult, on their own, or with their friends. They are very confident and articulate learners.
- Children flourish because everyone takes care to make sure that children are settled and happy. Relationships between members of staff and the children are excellent. If children become unhappy for any reason, they are very quickly given just the right level of nurture and care.
- Leaders and managers have a highly effective management structure. They lead by example and know all the children very well. They guide and support an extremely well-qualified and experienced staff team. This shows strongly in the quality of teaching.
- The nursery has robust systems in place that identify how well children are learning. This helps the staff to plan individually for each child. They think very carefully about the activities they provide for children and assess how well children are doing.
- Managers know the strengths of the nursery. They are committed to maintaining excellence. They support staff with a rigorous system of supervision and training.
- Children are fully safeguarded and protected from harm. Staff carefully assess risks to children. Children are encouraged to take safe risks so that they to learn their own limits.
- Parents praise the work of the nursery. Their views are taken into account. They value the information they receive about their children's learning.

PROTECT – INSPECTION

## What the setting needs to do to improve further

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

- help children to maintain the highest quality of play at all times, especially when they are outside.

### Inspection activities

- The inspector carried out two joint observations with the nursery managers.
- The inspector observed activities in the large hall, the small side room, and outside in the garden.
- The inspector looked at children's records, the planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held meetings with the head of nursery schools and the nursery manager.
- The inspector spoke to a number of parents during the inspection, and took account of their views.

### Inspector

Teresa Kiely

## PROTECT – INSPECTION

**Inspection findings****How well the early years provision meets the needs of the range of children who attend. This is outstanding**

There is an excitement at the beginning of the day as children decide where to learn. They choose from carefully thought out activities that they can either explore independently, or with support from an adult. They learn about science and creativity by making pendulum paintings, and watch excitedly as the paint swirls around the page. Staff ask children challenging questions. This extends their thinking and helps them to express their ideas. They learn how to persevere with a task. Children make outstanding progress and have an excellent start in early mathematics and literacy. They learn about the sounds that letters make and how to write words, through carefully prepared activities. Children confidently count with adults. They learn about capacity as they carefully pour water through a channel outside. When children choose their own play outside, staff very occasionally do not give them the support they need to continue to make outstanding progress. Staff prepare children exceptionally well for school. Children with special educational needs and/or disabilities are exceptionally well supported in the nursery, and so make outstanding progress. The staff work extremely well in partnership with other professionals, when relevant.

**The contribution of the early years provision to the well-being of children is outstanding**

The nursery provides high levels of nurturing care to each child. There is a highly successful key-person scheme in place. The exemplary relationships that staff have with all the children support this. The leaders and managers know the children exceptionally well. Children are very friendly with one another, and play excellently well together. They are happy, safe and secure. There is a 'family feel' to the nursery. Children learn about healthy snacks and healthy lifestyles. They are encouraged to be imaginative through story, music and dance. Children show high levels of independence in their play and also show that they want to succeed. They are learning to be strong and resourceful learners.

**The effectiveness of the leadership and management of the early years provision is outstanding**

The nursery has exceptionally strong leadership. Management knows exactly how to maintain outstanding teaching. There is a robust system to monitor the quality of teaching. Management helps staff to carefully plan and rigorously assess children's learning. This enables staff to meet each child's needs exceptionally well. Comprehensive recruitment and vetting procedures help to check that adults are suitable to care for children. The significant links between the nursery and the other schools in the company benefits everyone. For example, they successfully share plans and procedures. This enables the nursery to develop a deep and successful understanding of children's welfare, learning and development.

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**Setting details**

<b>Unique reference number</b>	EY316609
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	906861
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	20
<b>Name of provider</b>	The Roche School Limited
<b>Date of previous inspection</b>	1 February 2011
<b>Telephone number</b>	02077318788

The Roche School nursery registered in 1997 and operates from All Saints Church in Fulham, London. It is part of the Roche School, which includes an independent co-educational primary school and two other nursery schools. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs four members of staff. The nursery manager has Qualified Teacher Status, two other staff members hold degrees in childcare, and one staff member has an appropriate early years qualification at Level 3. The nursery is based on the Montessori philosophy of teaching. The nursery is open each weekday, term time only, from 8.45am until 3pm, apart from Fridays when it closes at 12.15pm. The nursery is in receipt of funding for the provision of free early education for children aged three- and four-years-old.

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