

# Inspection of The Kentish Town Day Nursery & Pre-School

37 Ryland Road, London NW5 3EH

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Inspection date: 26 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create a welcoming and stimulating environment that helps children to settle quickly on arrival at this nursery. Children show good levels of emotional well-being and that they feel happy and secure. They develop strong and positive bonds with the caring staff. Staff know children well and take time to find out about their interests. They use observations and assessments to plan for next steps in children's learning.

Leaders design an ambitious and broad curriculum, which is well implemented to help children build on their overall skills. For example, staff who work with older children help them to engage in well-planned activities, such as mixing spices. Children learn the names of different spices and use their senses to explore the texture and fragrance of the mixtures that they create. Staff ensure that they build on what children already know. All children make good progress from their starting points. This includes children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

Staff are good role models for children. They make sure that children understand what is expected of them. Children follow staff's expectations and instructions, such as when learning to share toys and taking turns during play.

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

- Staff help children to develop a love for books and enjoy sharing them with adults and other children. They have access to a range of books and have cosy places to snuggle up to read. Babies explore texture books and learn the right way to hold books. Older children retell familiar stories during small-group discussions. They have good opportunities to practise their early reading and writing skills.
- Staff who work with older children support their communication skills effectively and extend their vocabulary during regular conversations. Overall, children become confident talkers. They enjoy singing songs and music sessions. During extracurricular activities, children learn words and phrases in Spanish. However, on occasions, some staff who work with babies do not consistently talk to them about what they are doing as they play.
- Supporting children to lead healthy lifestyles is given priority. For instance, children eat a range of nutritious meals and learn about food that is good for their bodies. Effective procedures are in place for children with any allergies. Children have daily opportunities to be active in the well-equipped garden. They run, jump and balance. This supports children's overall physical health and well-being.
- Staff support children's small muscles well. For example, children have plenty of

opportunities to strengthen their hand muscles through messy play. They practise using a range of one-handed tools, such as pencils and pens. This helps them to develop the strength and coordination that are needed for the next steps in their learning.

- Children's mathematical knowledge is supported well. Staff introduce mathematical language during play and routines. For example, while children play with trains, staff encourage them to count the carriages. Staff help children to create patterns using a range of materials.
- Staff who work with older children plan group activities well. They take into consideration children's skills and individual learning goals. Staff support children's confidence to join group games and follow the rules, such as when they play a draw and guess game. However, at times, whole-group activities are not always appropriate for the babies and toddlers, and they find it difficult to maintain their interest to extend their learning.
- Children frequently receive clear messages about boundaries and expected behaviour as they play. Children show a positive approach towards their learning. Staff help children to learn words to describe their feelings and support them to solve conflicts effectively.
- Staff comment that they feel well supported by the leaders at the nursery. Their well-being is a focus at regular meetings with leaders. Newer staff talk about the support they receive through the induction process at the nursery as well as training that supports their practice.
- Partnership with parents is valued in the nursery. Parents feel that communication is good and that they receive information that helps them to support their children's learning at home. Parents highly appreciate the leader's and staff's dedication and caring nature.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support less confident staff to use more effective strategies to enhance babies' early communications skills further
- review group-time arrangements for babies and toddlers to ensure that they remain immersed in their learning as much as possible.

## Setting details

<b>Unique reference number</b>	EY232072
<b>Local authority</b>	Camden
<b>Inspection number</b>	10320830
<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>	0 to 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Little Garden Day Nurseries Limited
<b>Registered person unique reference number</b>	RP519313
<b>Telephone number</b>	020 7284 3600
<b>Date of previous inspection</b>	28 July 2022

## Information about this early years setting

The Kentish Town Day Nursery & Pre-School registered in 2003. The nursery is located in Kentish Town, in the London Borough of Camden. The nursery employs 28 members of childcare staff. Of whom, 20 hold early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector reviewed the documentation relating to staff's suitability and recruitment.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The inspector completed a learning walk with the manager and discussed the nursery's curriculum.
- The inspector and the manager observed staff's teaching practice and children's learning during a joint observation.

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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