

Kentish Town Day Nursery

37 Ryland Road, London, NW5 3EH

Inspection date	14/10/2013
Previous inspection date	15/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have strong emotional attachments with staff who are kind and attentive to their emotional needs. Relationships between children and the staff and children with their peers, are friendly, warm and supportive.
- Staff understand how children learn and develop. Recent improvements to the group room layouts meet individual children's interests and ensure that they are well motivated to play and learn.
- Staff consistently enable children to do things for themselves including during the lunch time routine. This raises opportunities for children to develop their independence.
- Staff record key words in children's home languages and provide many opportunities for children to use their home languages within their play.
- Staff establish firm partnerships with parents where information is effectively shared about children's care, learning and development. This helps to ensure that children's needs are identified well.

It is not yet outstanding because

- There is room to strengthen systems for staff handover during changes in the staff team. This is so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a focused activity in the over two's group room after lunch.
- The inspector talked with staff and held meetings with the operational manager and manager of the nursery.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures, and staff suitability records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greene

Full Report

Information about the setting

Kentish Town Day Nursery registered in 2003. It operates from the ground floor of a converted building in Kentish Town in the London Borough of Camden. Access to the building is at ground level. Children have the use of five playrooms and a secure outdoor play area. The nursery is open every weekday from 8am until 6.15pm throughout the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 70 children on roll. The nursery welcomes children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery currently employs 14 staff, all of them hold relevant early years qualifications, plus there is one apprentice member of staff.

What the setting needs to do to improve further

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

- review existing handover systems to ensure consistency of practice during periods of staff change.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled as they purposefully engage in their learning during their time at the nursery. Planning is flexible and successfully incorporates children's current interests, which results in motivated children. Staff are observing children and assessment is used effectively to plan the next steps in each child's developmental progress. As a part of this process, the progress check at age two provides a review of the two-year-olds' learning and ensures that parents have a clear picture of their child's development.

Staff play an important role in providing the foundations for independent exploration within an emotionally supportive environment. Children are well prepared for school and the next steps in their learning. They make good progress towards the early learning goals and grow in independence. Children develop a positive sense of themselves, form close relationships and develop respect for others. Their creations are very well displayed and they are proud of their work, which is brought to the attention of visitors. This contributes to their sense of belonging and a feeling of self-worth.

Staff are especially well deployed to support children's learning and welfare. They respond well to children's emerging needs and interests, guiding their development through warm, positive interaction. As a result, children are enthusiastic and very eager to join in.

Children engage in varied and imaginative experiences delivered by experienced and knowledgeable staff. Activities promote each area of learning and development well and children benefit from a successful mix of adult-led and child-initiated play. Staff use different approaches to engage children in activities and as a result, children remain motivated and inspired. In the under two group room, babies clap their hands in delight during sensory play. Staff provide wooden spoons and metal pots so that babies and toddlers can use them as drums. Children talk to staff in their home languages as they roll out the marbled play dough. Children really enjoy getting messy, rolling the mixture with their hands and making shapes with the cutters, helped by staff. They clap their hands, attempt to imitate the staff and smile with pleasure. Babies show through their body language that they are happy, safe and secure as they snuggle into their key person.

In the over two group room children are active and creative. Children are able to make decisions about what they would like to do next and the environment and resources are organised to enable this. For example, one child who is measuring sand in the bottles decides to feed her doll with the bottle. Staff watch what is happening and allow the child time to experiment in their own way, finding a lid for the bottle and thinking about how to hold the baby. Children are highly skilled communicators who are able to listen to others and are confident in contributing their own ideas. Children describe what they are thinking as they play and suggest alternative ways of doing things. Their interest in writing is stimulated by writing opportunities being provided at all activities; their emergent writing is displayed throughout the nursery and is valued by the staff. They frequently use the book areas on their own and in small groups. A small group of the older children are very keen and interested during a discussion group. They look at props, including disabled dolls with wheelchairs and crutches. Children asked the staff member questions about what it is like to use a wheelchair and have a guide dog and these questions are answered with care and sensitivity. Through play, children learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities.

Children of all ages develop positive dispositions for learning as they find an interest, explore and experiment. Staff support children's learning by readily getting down to their level and interacting with them as they play. They actively listen to children's ideas, are very responsive and use some effective questioning to extend their experiences. By using this approach, staff encourage insightful responses from children who in turn develop strong communication skills. Staff are skilled at judging when to engage and involve themselves in children's play to enhance the learning potential of activities, or when to play a less active role. This enables children to freely and confidently develop their own ideas and take control of their own learning.

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

Staff offer warm and responsive care and keep a firm focus on children's individual needs. Staff are sensitive in their management of children and their behaviour. Consequently, children's behaviour is good. Children are motivated by the learning opportunities provided

and show high levels of self-control. Staff provide opportunities to promote children's independence and children develop a sense of responsibility as they tidy away their resources and serve their own lunches.

Children are content and settled because their health, physical and dietary requirements are well met. Children gain a sound awareness of what constitutes a healthy lifestyle as they make choices about what to eat and what to wear to keep them warm and dry as they go outside to play on a cold day. Children of all ages enjoy playing outside despite the weather; they learn about the seasons and the natural world. Staff actively promote the importance and value of outside play. Although babies do not have their own designated outdoor area to explore, staff are very aware of the value of physical play for babies so they can begin to take risks and develop confidence. Every effort is made to provide for this using rugs and resources to make the younger children comfortable outside. Inside the under two's group room babies enjoy climbing in the baby gym on the soft surface shapes which provide them with opportunities for climbing and sliding while they look at themselves with delight in the mirror.

Children's well-being is protected by the high level of cleanliness in the setting and the comprehensive health and safety policies and procedures. This includes the procedure for administering medicine that is carried out effectively by designated staff. All staff are first aid trained. If medicine is administered to a child this is also monitored by a witness who signs to approve that procedures are followed accurately. Staff are watchful and attentive and provide children with the skills to keep themselves and others safe. As a result, children are spatially aware, remain seated while using scissors and are mindful of others. Children are encouraged to take healthy risks in their play as they ride their bikes around the mulberry tree enjoying the different levels of the play surface. They test their physical skills as they steer their bikes and they become accustomed to thinking about the safety of themselves and others.

The key person system works well in practice overall. All children are developing strong bonds and secure emotional attachments with the staff who care for them. However, at times of staff change the arrangements to share information with those taking over their key person role are not always fully robust. Some key persons do not promptly receive written and verbal information and a personalised hand-over to secure continuity of care for the children. Children gain a strong sense of belonging as their photographs and some of their parents and other important people in their lives are displayed in the group rooms and entrance hall. These are at a level for children to observe and also for staff to acknowledge with children. This also allows children to find out about their peers' families and to value their differences.

The effectiveness of the leadership and management of the early years provision

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager and deputy successfully

monitor the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. Staff also observe colleagues and offer valuable feedback so that staff learn from each other, ensuring consistency throughout the nursery.

Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. Discussions with staff demonstrate that they really enjoy working in this nursery; they say they feel valued and that their ideas are listened to. The management team also reflect on the setting's practices to identify priorities for improvement and have a clear action plan in place for this. They work closely with the local authority and engage well in their quality improvement guidance and support. The nursery has positively addressed the recommendations raised at the last inspection. For example, the over two's group room has been re-located to make it more streamlined and so that staff are able to be better deployed across the main base rooms and additional rooms that lead off. Staff are making sure that better use is being made of the outdoors given the limitations posed with recent building works. This shows the nursery has a good capacity to sustain continuous improvement.

Documentation is regularly reviewed and updated and maintained to a good standard, in order to promote the efficient and safe management of the nursery. There is rigorous recruitment and vetting of staff, ensuring children are protected and cared for by adults, who are well qualified. The safety and security of the nursery is ensured through good risk assessments, in order to promote children's welfare. The premises are secure. Robust safeguarding procedures are in place. All staff keep their child protection training up to date and as a result, they are fully aware of the procedures to follow should they have any concerns about a child's well-being. All staff have suitable paediatric first aid qualifications. Consequently, children are well protected in the event of a minor accident.

There are good arrangements in place to ensure strong partnership working with parents and other professionals, to ensure a consistent approach. When children move into the next age group room smooth handovers take place and as a result children settle quickly. During periods of staff changes the arrangements are not always as effective and this slightly affects the support children receive at this time of change. Parents receive good quality information. For example, when children first start they receive a welcome pack including policies and procedures. Displays, photographs and notices, along with regular newsletters inform them about many aspects of the nursery provision. Parents are also informed about their children's care routines through daily communication with staff. Parents are actively encouraged to share their views about the nursery through questionnaires and any suggestions are positively welcomed and addressed. Parents are complimentary about the nursery and care of their children. For example, they say they are very happy and that the process for their child who is settling has been successful and very supportive.

There are good arrangements in place to ensure strong partnership working with parents and other professionals, to ensure a consistent approach. However, although systems are in place to ensure a smooth handover during periods of staff changes. Some key persons are yet to be provided with written and verbal information and a personalised hand-over

to secure continuity of care so that children are supported at times of transition.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY232072
Local authority	Camden
Inspection number	938768
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	70
Name of provider	Bringing Up Baby Limited
Date of previous inspection	15/09/2010
Telephone number	020 7284 3600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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