

# Colville Community Nursery

4/5 Colville Square, LONDON, W11 2BQ

## Inspection date

Previous inspection date

29/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The nursery provides a welcoming, stimulating environment for children, enabling them to make good progress in their learning and development.
- Children are well supported in their transition from one room to another, and when they go to school.
- Strong relationships are established through a good key worker system, enabling children to develop confidence and self-esteem.
- The manager has high expectations of her staff and supports them to develop their skills for the benefit of the children.

### It is not yet outstanding because

- Children's use of information and communication technology is not sufficiently promoted.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery and garden.
- The inspector sampled children's learning journeys and personal records.
- The inspector spoke to staff and management throughout the inspection and discussed safeguarding matters.
- The inspector spoke to six parents about their views of the nursery.

## Inspector

Christine Bonnett

## Full Report

### Information about the setting

Colville Community Nursery is one of 23 provisions run by the London Early Years Foundation. It opened in 2012 and operates from four rooms over two floors within a converted building in North Kensington, in the Royal Borough of Kensington and Chelsea. The upper floor is accessible via stairs only. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. Children have access to a secure enclosed outdoor play area. There are currently 56 children aged from five months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early

education to children aged three and four. The nursery supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. It is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The nursery employs 13 staff, of whom 11 hold appropriate early years qualifications.

### **What the setting needs to do to improve further**

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

- foster children's interest in using information and communication technology.

### **Inspection judgements**

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They know children's starting points on entry, and use observation and assessment to accurately determine each child's next step towards the early learning goals. Children are actively involved in planning the week's curriculum. Meetings take place in which the children confidently share their ideas, such as which stories they would like to hear and which songs they will sing during the coming week. Staff observe children's interests and note them so that they too can be included in the planning. Consequently children are interested in and engage well with all the play experiences provided because they are sure to find something of particular interest to them personally. The children's learning journeys clearly show the progress they make. The observations and tracker sheets are also used as part of the two year progress check and during transition from one room to another.

Staff promote children's communication and language well because they talk to the children and encourage them to think critically and respond. They read books together and sing songs with great gusto. Younger children enjoy sensory experiences by feeling brushes and fabrics in the treasure basket. They also have great fun washing the dolls as the staff increase their understanding by encouraging them to squeeze the sponges and make more foam. Children have lots of opportunity to develop pre-writing skills with a variety of media, such as crayons, paint and pencils. Younger children also make marks by running their fingers through shallow trays of sand. Although the nursery has a computer and programmable toys for the children, their use is not sufficiently promoted by staff. Therefore children lack the opportunity to practise and develop the skills they will need to operate information and communication technology in their future learning at school.

Children benefit from physical exercise and learn about the natural world by visiting nearby parks to look at the ducks and collect leaves and conkers. They also plant daffodil bulbs and have fun getting messy as they dampen the soil.

Staff liaise with other agencies to ensure children with special educational needs receive appropriate and consistent support to help them progress. Children learning English as an additional language also receive appropriate support. Staff learn key words in their first language to help them settle and also use Makaton signing to aid communication. Children take home 'learning bags' so that parents can support their child's learning at home. These contain a piece of play equipment or a book that the child particularly enjoys using and enables parents to share their child's pleasure with them.

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

The effective key person system means that young babies receive warm, affectionate care from a familiar adult. Babies will turn their head to the sound of their key person's voice and will respond with smiles and gurgles as they enjoy plenty of attention. Children's behaviour is good. Older children know the nursery rules, such as being kind to each other and playing nicely. Knowing what is expected of them helps the children develop a sense of security. Staff support younger children to learn how to share and take turns. They explain gently that 'pushing is not nice and it hurts your friend'. Children also learn how to help keep themselves safe. For example, they learn to hold the hand rail when walking up and down the stairs and to walk on the red footprints in the corridor to avoid bumping into others.

The nursery provides a variety of home cooked meals that take account of children's particular dietary needs. The meals are healthy and nutritious and older children's independence is encouraged by supporting them to serve their own portions. Meal times are social occasions where staff and children sit together and enjoy the meal in a relaxed atmosphere. Every Thursday is 'Children's choice' day. The children decide what they would like on the menu that day. This supports their growing independence and also fosters their understanding of healthy eating.

The room for the youngest children is a designated no-shoe area. This ensures that the floor is clean and enables children who are not yet walking to play and crawl on it with no obvious risk to their health. The good quality resources and the available space in the rooms are conducive to children's learning. They have space to explore the resources in comfort and safety. Staff have a good understanding of how children learn and use the play materials well with them to support their learning. Children learn about diversity in the world around them because the nursery marks many different faith festivals, such as Diwali and Chinese New Year. In addition the nursery is located adjacent to the Notting Hill carnival route. Children and staff have great fun dressing up and enjoying their own mini carnival as a celebration of Caribbean culture each August.

### **The effectiveness of the leadership and management of the early years**

**provision**

The manager and her staff have secure knowledge of safeguarding issues because they all complete appropriate training. All required procedures and policies are in place for managing any concerns relating to the well-being of the children. The robust recruitment procedures ensure that all staff have suitability checks to work with children. Risk assessments and routine safety checks on all areas of the nursery help to eliminate obvious safety hazards. Staff understand their duties in relation to emergency evacuation procedures and keeping children safe.

The management team is highly motivated to enhance the practice of the nursery. They successfully share their vision for future development with the like-minded staff team. Self-evaluation of the nursery practice by management and staff is rigorous and accurate. It reflects the strengths of the nursery and identifies areas for development. Several positive initiatives have been introduced since the nursery registered. These include involving the children in the planning of the activities and adjusting how observations are recorded to conform to the new requirements of the reformed Early Years Foundation Stage. Currently, the staff team are evaluating the available space and resources in order to create the optimum learning environment for children.

The manager maintains an effective overview of the work of her staff. This includes monitoring how they implement the learning requirements day to day. Staff are actively encouraged to develop their skills and knowledge through ongoing professional training.

Partnerships with parents are strong. Parents talk positively about the nursery and the work of the staff. They describe their children as happy and well settled. The parents committee is used as a forum for parents to discuss all aspects of the provision and influence decision making. Termly meetings enable parents to see their child's learning journey and speak in more detail with their child's key person. Staff also share relevant information with parents verbally on a daily basis. Staff help to prepare children for their future learning by talking to them about the school they will attend and familiarising them with the uniform. Reports about the children's learning are passed to the school to aid a smooth transition.

**The Childcare Register**

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

The requirements for the voluntary 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. 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

<b>Unique reference number</b>	EY446136
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	800320

<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	51
<b>Number of children on roll</b>	56
<b>Name of provider</b>	The London Early Years Foundation
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02072291001

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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 that are usually their 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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