

The Spanish Nursery and Children's Centre for Culture and Language

Ingestre Road Community Centre, Ingestre Road, LONDON, NW5 1UX

Inspection date	15/05/2013
Previous inspection date	Not Applicable

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children have developed secure relationships with the friendly staff team and are happy in the nursery. They engage in a suitable range of activities based on their interests.
- Staff support children to develop their communication skills in Spanish as well as English.
- Partnership working is strong; parents feel welcome at the setting and engage in activities. Their views are actively sought and acted upon.
- Children's dietary needs are met well as they enjoy delicious, healthy and nutritious food cooked on site each day.

It is not yet good because

- Children's individual cultural backgrounds are not all reflected in the learning environment, for example the home corner, to further their sense of belonging.
- The environment is not organised fully effectively to ensure that it extends children's learning well across all areas.

- Planning of learning opportunities is not always implemented consistently, to support children's learning.

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 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 children's play in the hall and in the outdoor area.
- The inspector talked with staff and children within the setting and held discussions with the nursery manager and provider.
- The inspector looked at a sample of documentation including plans and children's progress records.
- The inspector took account of the views of parents through sampling available documentation and discussion with them on the day of the inspection.
- The inspector completed a joint observation of a routine activity with the manager.

Inspector

Helen Steven

Full Report

Information about the setting

The Spanish Nursery and Children's Centre for Language and Culture registered in October 2012. It operates from the hall within a community centre in Kentish Town, in the London borough of Camden. The setting is privately owned by The Spanish Nursery Limited. There is a computer room available, primarily for the use of for older children. There is a secure outdoor space available for the children. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open from 8.30am to 5.30 pm every weekday for 48 weeks per year. In addition there are out of school activities for older children. There are currently 11 children on roll in the early years age range. All children on roll are learning English as an additional language. The nursery teaches children in Spanish as well as English. Children aged three receive funding for nursery education.

There are currently two staff including the manager working with the children, both of whom are qualified teachers. Further staff are being employed as the numbers of children at the setting increases. In addition two part-time volunteers work at the setting.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the learning environment and review routines in order to challenge and extend children's learning across all areas, particularly giving children opportunities to explore mathematics and literacy in everyday situations and role play.

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

- develop further the system for planning in order to support children's next steps in learning consistently
- develop opportunities to reflect children's individual backgrounds throughout the setting, to give them a sense of belonging and to encourage them to find out about other children's experiences.

Inspection judgements

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

Children have access to a varied range of activities and experiences across the seven areas of learning. Staff seek information from parents at the start of each placement to establish children's interests and abilities. The provider has adopted the local authority's system for monitoring and tracking children's progress. This includes a system to share information to support children moving on to school. Samples of children's work are kept in a separate file and staff have begun to use photographs to evidence children's learning. Planning is carried out by the staff team and links to observations and children's interests. Staff have identified ways to support children's next steps but are not always consistent in supporting this. For example, they assess that children's development would be improved by creating cosy corners to encourage them to develop their communication skills; however this is not implemented.

Children arrive at the setting and enthusiastically engage in activities. Although this is a Spanish-speaking nursery some children are multi-lingual. Children's home languages are known by the staff and there is a list of keywords on display. The staff are beginning to obtain resources that promote diversity. There are Spanish items and some that reflect the wider diverse community; for example they have dolls representing different races. However, this is not yet extended to embrace the backgrounds of all children. For example, the role play area does not include packaging reflecting individual backgrounds of children attending.

Children have access to books, both Spanish and English, stored on low level shelving and around the setting to enhance specific displays or routines. For example, books about toilet training are available by the nappy changing table to support children in their stage of personal development. Parents sit and read a book to their children and others join them and become thoroughly engrossed in the story. Circle time is for all children. Staff talk to them about some of the animal pictures in a book; they repeat words in both languages and include some words in Polish. However, this time is not planned effectively to extend more able children. There is a varied range of media available to enable children to draw and write, although these opportunities are not integrated within play activities, such as in the role-play area. Children's names are on display around the nursery and name cards have been devised as a prompt for children at the writing table. However, staff are not modeling letter formation that will assist children as they move on to school.

Children explore volume and measure as they happily pour water and pack sand into containers. They learn colours as this is discussed routinely, for example when children choose a flannel to dry their hands on. Children are learning to count by rote; they sit along the wall and count with the staff. They assist staff in recording the number of children present and as a group they take this information to the cook. They use mathematical language in play, counting chairs forwards and backwards. Children gain an awareness of the local area as they make weekly visits to the library, giving them an opportunity to observe features of the environment as well as being encouraged to develop a love of books. Children have the opportunity to spend time engaging in

imaginative activities based on their own first-hand experiences, although the role-play area was not well used at inspection. It is not richly resourced with materials reflecting children's family lives and communities or those that encourage mathematics and literacy. Overall children are able to express their own ideas through using paints available on an easel, and displays of children's work show examples of collage.

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

Children are happy within the nursery and have made relationships with their keyperson and other staff members. Children are greeted warmly with a hug and smiles. Children happily show visitors items and inform them that they like to play with balls. Staff enable children to return to activities by not packing away toys they are playing with, for example a train track that children have connected together.

Deployment of staff means that at times children are cared for by only one adult and their play is interrupted in order to accompany the staff member to open the door. The provider has appointed a new staff member to start next week in order to address this. Parents stay with their children as they visit the setting to help them settle in effectively at their own pace. Children play alongside their friends and behave well. Staff offer children praise and encouragement and role model good manners and respect for others. New children are gently reminded about expectations of the setting. Children are encouraged to take responsibility for small jobs such as handing out cups at lunchtime. They are encouraged to identify and share their feelings through a lovely circle time activity. They find their photograph and choose a picture that represents how they feel and display these by their name. However, the environment has not been planned effectively to ensure that all children have a photograph or name tag, to give them a sense of belonging.

Children benefit from nutritious, freshly cooked food cooked on the premises, which support them in developing healthy eating habits. For example, they have carrot and sweet potato soup and homemade pizza and salad. Staff eat with the children and encourage this to be a social time. Food is plentiful and children independently serve themselves seconds. All children wear bibs to protect their clothing although older children voice a preference not to. Children bring in fruit each day to share, which is prepared by staff at set times. When cups are available, children access water independently from a dispenser in the hall.

Children are developing suitable personal hygiene routines as they are encouraged to hand wash prior to handling food and after toileting. Due to the logistics of the premises children are not able to use the toilet independently. Staff take all the children to the bathroom at the same time, which results in them waiting around for others.

Children engage in physical activities both indoors and outside. They balance on large soft blocks and zoom around the hall pushing trolleys and prams. Children have access to the adjacent outside area at set times each day. They climb the steps and whizz down the slide. They manoeuvre around the space in large wheeled toys. Children enjoyed growing vegetables such as potatoes and carrots and water them regularly. Regular fire drills

introduce children to how to keep themselves safe in an evacuation.

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

The nursery has been operating for approximately four months and this is the first inspection since registration in October 2012. The manager and provider engaged in the inspection process and demonstrate a strong commitment and capacity to drive improvement. They have begun to self-evaluate their service and have sought input from the local authority to support them in this. They have started to implement actions to improve outcomes for children as a result of feedback. For example, they are replacing the caricature pictures on display with positive photographic images of children and families. The manager has not yet established a systematic process for fully monitoring the effectiveness of the educational programme and environment to identify weaknesses. The provider has put comprehensive systems in place for the regular supervision of staff and support for their professional development by enabling them to attend staff meetings and training. Secure awareness of safeguarding issues and robust recruitment and vetting procedures are in place to protect children. Visitors are reminded that mobile phones are not to be used in the setting. Both staff hold a valid paediatric first aid certificate in order to treat children appropriately in the event of an accident.

There is a strong relationship with parents. They are encouraged to participate in the nursery and some fathers stay and engage in activities when dropping off their children. Parents talk about the nursery positively. They have chosen the nursery as they want their children to speak Spanish. They are aware that the provider must ensure children have sufficient opportunities to learn and reach a good standard in English language. They like that focused activities are in place to support this. They report that they 'can tell that staff care about the children' and state that the food is 'fantastic'. New parents feel their children have been supported in settling in and they are made welcome in the setting. The provider has undertaken a questionnaire to seek and respond to parents' views. Staff are reviewing responses from parents who feel areas of the service are satisfactory, in order to secure better outcomes for children and further strengthen their partnership with parents and carers. Parents and their children contribute at home to 'El Libro Viajero' where they share beautiful photos and information about their home life and family. This supports children in developing an understanding of similarities and differences between themselves and others. Parents are given ideas on how to support their children's learning at home as this is discussed in the termly progress update. The provider has details of other agencies in the area who she can contact to support children when as and when required.

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 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	EY453063
Local authority	Camden
Inspection number	890111
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	11
Name of provider	The Spanish Nursery
Date of previous inspection	not applicable
Telephone number	07921 181271

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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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