

# Chaston Nursery School

Chaston Nursery & Pre Preparatory School, Chaston Place, London, NW5 4JH



## Inspection date

5 March 2015

## Previous inspection date

22 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The provider and staff have a good understanding of the Early Years Foundation Stage which they put into practice with success. They provide children with activities that encourage them to think and take part.
- Staff promote children's well-being extremely well. Children thoroughly enjoy mealtimes and staff sit with their key children at this extremely sociable time.
- Parents are very appreciative of staff. They say that staff help to develop their children's confidence and self-esteem as they move through the nursery. As a result, children make good progress in preparation for their next stages of learning.
- Staff have established good quality partnerships with external agencies. They ensure that they gain appropriate intervention and support for children when necessary.
- The provider uses effective systems for safer recruitment, staff supervision, ongoing professional development and qualifications and training. Systems for evaluating practice are developing well and enable staff to promote good outcomes for children.
- Staff have a secure awareness of safeguarding children procedures and work to detailed policies, including behaviour management and child protection, to help protect children from harm.

### It is not yet outstanding because:

- Staff do not consistently encourage parents to share their children's achievements at home. Therefore, they do not fully involve them in children's learning.
- Opportunities for children to independently explore and investigate natural resources in the outdoor environment are not always fully available.

## What the setting needs to do to improve further

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

- enhance opportunities for parents to share information about their children's achievements, to contribute towards planning the next steps in children's learning
- encourage children to think more creatively, by increasing the range of natural materials and real life resources for them to explore and use in the outdoor play area.

## Inspection activities

- The inspector observed activities in all group rooms and the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the provider and manager.
- The inspector carried out a joint observation with the manager in the toddler and pre-school rooms.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, staff suitability records, and policies and procedures.

## Inspector

Catherine Greene

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use good teaching techniques and deploy themselves well in all group rooms. Babies benefit from lots of clear play space and enjoy independence and movement. All children play active games in the outdoor play areas. They use resources with enthusiasm, such as using a magnifying pot to explore what it contains. Staff support children to share such resources well and help them to find their own solutions by using good behaviour management techniques. Children often persevere for long times at their chosen activities. For example, in the outdoor home corner, a mixed group of boys and girls talk about their home lives as they pretend to make dinner for each other. They use their imaginations very well, although natural materials are sometimes less available. Therefore staff do not take all opportunities to fully promote this aspect of children's learning.

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

Children settle quickly in the exceptionally warm and friendly atmosphere where they receive individual support from their key persons. Extremely strong friendships develop and children are very able to talk to adults about their feelings. Staff from other nurseries visit to observe how staff successfully achieve these excellent outcomes. Children arrive with enthusiasm in the central point of the downstairs group room. This gives them the extremely valuable opportunity to mix with other children and to get to know all staff. As a result, they develop exceptionally secure emotional attachments with their key persons and all staff. During major renovation work to improve the safety in the garden, staff have been very creative to ensure that children are able to continue to play safely outside. Thorough risk assessments mean that children can safely watch the builders at work, under staff supervision. Therefore, children become very curious and engage in discussions with others about what they observe.

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

The manager and staff monitor children's progress carefully and staff evaluate their own practice well through peer mentoring. Staff clearly help children to make good progress. They establish each child's abilities and identify any areas for development. This informs the progress check for two-year-old children and the planning of their next steps in learning. The leadership team fully values and supports the ability of all staff in this area. Key persons monitor children's progress and are proactive in helping parents to support their children's development at home. However, not all staff fully encourage parents to share their children's achievements at home. Therefore, they do not fully include them when planning the next steps in children's learning. Children benefit from good support and encouragement because staff are skilled and appropriately qualified for their roles.

## Setting details

<b>Unique reference number</b>	100611
<b>Local authority</b>	Camden
<b>Inspection number</b>	839058
<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>	60
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Chaston Nursery and Pre-Preparatory School Limited
<b>Date of previous inspection</b>	22 June 2011
<b>Telephone number</b>	020 7482 0701/02

Chaston Nursery and Pre-Preparatory School registered in 1999. The nursery is situated in the Kentish Town area of the London Borough of Camden. The nursery is open each weekday, from 8am to 6pm, for 49 weeks of the year. The provider employs 19 staff. Of these, three staff members hold Qualified Teacher Status and 13 staff hold other appropriate early years qualifications. The provider receives funding for the provision of free early education for children aged three and four years.

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