

# Warwick Day Nursery

Warwick Nursery, Cirencester Street, London, W2 5SR



## Inspection date

21 April 2015

Previous inspection date

22 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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		Good	2
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

- Staff know their children very well, including their backgrounds, needs and what they most enjoy doing. As a result, children settle very well and feel secure and valued.
- The indoor and outdoor areas are very well resourced and cover all areas of learning. Therefore, children learn and explore in a challenging and child-friendly environment.
- Managers and staff have a secure knowledge and understanding of how to safeguard children effectively. They provide a safe and secure environment for children and know the procedures to follow if a concern arises.
- The provider has clear systems to track and plan for children's progress. Consequently, children's needs are identified from the very beginning and met through targeted planning.
- Staff encourage parents to contribute to their children's developmental and learning through various opportunities. This helps children to have consistency in their education, at home and at the nursery.
- Leadership and management are strong. Staff have a wide range of opportunities to continue their professional development. As a result, they have a good understanding of the Early Years Foundation Stage and improve the quality of provision for children.

### It is not yet outstanding because:

- Children are always included in activities planned by the staff. Although, occasionally, staff do not fully adapt activities to help promote all children's learning needs.
- Sometimes, children's self-chosen activities are interrupted to accommodate the routines. This means that children's enjoyment of activities is reduced at these times.

## What the setting needs to do to improve further

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

- strengthen group activity times so that experiences are fully adapted for all children who join in, in order to fully promote their learning abilities
- give children sufficient time to play and to finish their activities to their satisfaction, in order to fully encourage their sense of achievement.

### Inspection activities

- The inspector observed activities in all the rooms and both gardens.
- The inspector sampled children's observations, planning and assessment and registration records.
- The inspector held conversations with the staff, parents and the children throughout the inspection.
- The inspector checked evidence of the staff's suitability, qualifications and the nursery's policies and procedures.
- The inspector completed a joint observation with the manager.

### Inspector

Nataliia Moroz

## Inspection findings

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

Overall, staff are very effective in their teaching and provide a good range of learning opportunities for children. Staff ensure that children improve their communication and language abilities by skilfully asking questions and using sign language. As a result, all children, including those who have special educational needs and/or disabilities and those who learn English as an additional language, rapidly progress. Staff use all available equipment to provide enjoyable experiences for children. For example, they transform the garden shed into different themed areas, such as a train station, initiated by children's interests. They extend children's interest further by adding a train station corner with rail tickets. Staff use various activities to promote children's knowledge of numbers and letters. This helps to prepare them for starting school. The development records clearly represent the observations carried out and show how effectively children's next steps are promoted. Consequently, all children progress well towards the early learning goals.

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

Children build close attachments with staff, who are caring and supportive. As a result, children are confident and well engaged in their environment. Children enjoy taking responsibilities in their daily routines and activities. For example, they put up signs during circle time activities, or lay the tables for lunchtime. Staff are good role models and encourage children to be kind towards others, to use their manners and follow good hygiene routines. Children's good behaviour reflects this very well. Children benefit from freshly prepared, well-balanced food which promotes their health and well-being.

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

The nursery has appropriate systems to check that staff are suitable to work with children. The manager ensures that she follows induction procedures for new staff. As a result, new staff are aware of the nursery's procedures for keeping children safe. Managers ensure that all staff implement policies and safe working practices very well, to support children's health, safety and well-being. The manager has rigorous arrangements for supervisions to assess staff's performance and ongoing suitability. Robust procedures for checking the quality of the provision ensure that children receive a challenging range of activities. Partnerships with parents are very well established. Staff organise different events to involve parents in their child's learning. For example, recently parents were welcomed to stay and play sessions, where they could experience their child's messy play activities. Parents' views are valued. The management team seeks parents' views through surveys and acts on their suggestions in order to improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY305992
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1010484
<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>	48
<b>Number of children on roll</b>	63
<b>Name of provider</b>	The London Early Years Foundation
<b>Date of previous inspection</b>	22 April 2013
<b>Telephone number</b>	020 7641 4361

Warwick Day Nursery registered in 2005. It is one of a chain of settings run by The London Early Years Foundation, a voluntary organisation. The nursery is situated in the London Borough of Westminster. The nursery opens each weekday, from 8am until 6pm, throughout most of the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs twelve members of staff, nine of whom hold relevant childcare qualifications at level 3, or above. One member of staff holds Qualified Teacher Status.

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