

Toddlers Inn Nursery

Cicely Davis Hall, Cochrane Street, London, NW8 7NX



Inspection date

30 September 2015

Previous inspection date

7 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management is strong. The management team is committed to reviewing its practice and evaluating its service. The manager has identified priorities to make sure that the setting continues to improve.
- Staff have a good understanding of the early years and use this knowledge effectively to teach and engage children in learning. They plan activities that follow children's interests and support the next steps in their learning. As a result, all children make good progress in their learning and development from their individual starting points.
- Children quickly build strong relationships with staff. They are settled and happy as they explore the resources and environment with enthusiasm. Staff have high expectations of children, who listen carefully to adult requests.
- Partnerships with parents are strong. Staff welcome the views of parents to support and enhance children's learning. Consequently, children's individual needs are well met.
- Staff have a good knowledge and understanding of their responsibility to safeguard children. This means that children are well-protected and safe at all times.

It is not yet outstanding because:

- Staff do not always make the most of all areas of the environment to further extend children's early writing, reading and number skills.
- Staff do not always give children enough time to think and respond to questions to further promote children's problem-solving skills and creative thinking.

What the setting needs to do to improve further

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

- strengthen staff's use of questioning to provide children with time to think and respond, to help them solve problems independently
- extend opportunities for children to develop their early literacy, language and number development in all areas of the learning environment, especially for children who learn better outside.

Inspection activities

- The inspector observed the interactions between the staff and children in the indoor and outdoor environments.
- The inspector engaged in discussions with the manager and staff.
- The inspector sampled a range of documents, including children's learning journeys, the provider's written policies and procedures, and self-evaluation records.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Barbara Firth

Inspection findings

Effectiveness of the leadership and management is good

Managers lead the staff team well. Staff are well qualified and this has a good impact on children's progress. The manager supports continued professional development through robust appraisal systems, staff meetings and observing staff practice. Safeguarding is effective. Managers implement robust systems for the recruitment of staff so are confident about their suitability. The managers of the nursery monitor children's progress well to enable them to identify and address any gaps in development. Partnerships with parents are very strong; communication is regular and effective.

Quality of teaching, learning and assessment is good

Staff provide a wide range of engaging activities to motivate children and develop them well in all areas of learning. They complete regular observations of children as they play and plan activities that support children's next steps in their learning. Staff promote children's personal development, speaking and listening well. Songs and rhymes feature strongly in the effective provision, which help to support good spoken language development. Staff provide good opportunities for children to become independent learners. Children take pride in registering themselves on arrival. Staff use a range of helpful teaching skills to help children learning English as an additional language and they make good progress. These include the use of visual prompts and clear language. The impact of teaching is good and all children are making good progress in readiness for the move to school.

Personal development, behaviour and welfare are good

Staff create an environment that is warm and friendly. There is a very effective key-person system and staff understand children's needs very well. They are very calm and nurturing as they reassure children when they become a little unsettled and support their emotional well-being very well. Staff encourage children's physical development through offering a wide range of outdoor play opportunities. Children consistently behave well and attend regularly. They know routines and understand the importance of good hygiene. Staff help children to prepare for the next stage in their education through good links with local schools.

Outcomes for children are good

Children are happy and settled. All children make good progress, including those that are more able and those with special educational needs. Children are motivated to be independent learners.

Setting details

Unique reference number	135111
Local authority	Westminster
Inspection number	846431
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	32
Name of provider	Laura McCole
Date of previous inspection	7 June 2011
Telephone number	0207 586 0520

Toddlers Inn Nursery registered in October 1992. It operates from a community hall in St John's Wood in the City of Westminster. The nursery opens five days a week during school term times. Sessions run from 9am to 12 noon, 9am to 1pm, 1pm to 3.30pm and 9am to 3.30pm. A total of six staff work directly with the children and the manager is supernumerary. All staff have appropriate childcare qualifications, including two with Qualified Teacher Status.

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