

# Regents Park Nursery

14-15 Gloucester Gate, LONDON, NW1 4HG



<b>Inspection date</b>	23 October 2015
Previous inspection date	16 January 2012

<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
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

- Leaders make sure that staff have a good understanding of safeguarding procedures and know how to identify and report concerns about children in their care.
- The quality of teaching is good. Staff provide a wide range of interesting activities that promote children's learning effectively. Consequently, children make good progress and are enthusiastic, active learners who are keen to explore and investigate.
- Staff know the children well and form strong bonds with each one. This means children are happy and confident in the nursery and develop a sense of security in their surroundings.
- Children behave very well. As they develop, they have good opportunities to make safe and independent choices.
- Partnerships with parents and other professionals are successful. Parents speak highly of all staff and value the support and guidance they receive.
- Leaders reflect on the provision and drive improvement well. They are ambitious and keen to promote high-quality provision.

### It is not yet outstanding because:

- Staff do not seize all opportunities to ask questions that extend children's thinking and knowledge.
- The performance management system is not rigorous enough to ensure that the good standard of teaching is raised even higher. For example, the timetable for staff reviews is not adhered to rigorously.

## What the setting needs to do to improve further

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

- ensure that staff take every opportunity to ask questions that develop children's thinking skills and extend their knowledge and understanding
- make the most of the systems for staff performance management to promote an even higher quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Barbara Firth

## Inspection findings

### Effectiveness of the leadership and management is good

Children are well-protected from harm. Safeguarding is effective. This is evident through effective practices that promote children's well-being and safety. Managers understand the importance of monitoring the progress of individuals and different groups of children, such as funded children aged two years old. Any gaps in children's learning are quickly identified and additional support strategies are put in place where needed. There are good procedures for monitoring children's attendance. Staff attend a number of training courses which enable them to extend their knowledge and acquire new skills. Managers observe staff practice to ensure children receive consistently good quality care and provision. These observations feed into staff supervision meetings to identify training needs. Leaders have addressed recommendations from the previous inspection, which has improved children's outdoor experiences.

### Quality of teaching, learning and assessment is good

Staff provide inspiring learning environments that engage and motivate children. Well-planned and regular outdoor experiences provide confident children with further challenging learning experiences. For example, children enjoy trips to a zoo and library. Children listen attentively when being read to and eagerly join in answering questions. Older children count and can put numbers in the correct order and use mathematical language, for example, to weigh ingredients for baking biscuits. Staff make systematic observations of the children. They use this information to plan purposeful activities that engage all children and support the next steps in their learning. As a result, children achieve well. The key-person system is effective in engaging parents in their children's education. Parents share information about their children and contribute well to their initial assessment.

### Personal development, behaviour and welfare are good

Children settle in quickly due to the strong emphasis staff place on developing warm and secure relationships with them. Babies are very well cared for and quickly establish a close bond with their key person. Children learn good hygiene practices and enjoy very healthy snacks and meals. They have good opportunities for physical development and to develop their knowledge of the world through frequent trips to the park. Older children are considerate and show empathy towards their younger friends, for instance, as they share toys in the outdoor area. Independence is encouraged well. Children help tidy away their toys and serve themselves with water at lunchtime. They participate in a range of activities relating to festivals that help them learn about other cultures and beliefs.

### Outcomes for children are good

All children, including those learning English as an additional language and the more able, make good progress from their entry starting points. Older children link letters and sounds and make good attempts at writing their name. Children are prepared well for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY346787
<b>Local authority</b>	Camden
<b>Inspection number</b>	835162
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	16 January 2012
<b>Telephone number</b>	0207 9357 274

Regents Park Nursery registered in 2002. It is located in the London Borough of Camden. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is accredited to receive government funding for children aged two, three and four years. There are 28 members of staff, 22 of whom hold appropriate early years qualifications at level 2 and above.

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