

Pinocchio Nursery

St. Cuthbert's Parish Church, Fordwych Road, London, NW2 3TN



Inspection date

5 November 2015

Previous inspection date

10 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 and managers have successfully taken action to improve the quality of provision since the last inspection. Adults work as a team to drive improvement. They make sure they meet the individual needs of all children in their care.
- The quality of teaching is good. Weekly planning meetings help all adults contribute to an inviting curriculum that builds on individual children's interests well. As a result, children make good progress in their learning.
- The key person system is effective. Adults find out from parents what children like, can do and how to comfort children when upset. They use this information to get to know children well. Babies and children feel safe and secure and settle quickly.
- Adults help children to talk about their families and share what makes them unique. Younger children recognise and smile when they see their family members in the 'family photo' display.

It is not yet outstanding because:

- On occasions, adults do not leave enough time for children to respond before moving on to the next question; this interrupts children's learning.
- Adults do not always make the most of opportunities to further develop children's understanding of how to identify potential risks and consider how they and their friends can play safely in the garden.
- Leaders and managers are at an early stage of implementing a tracking system to help identify gaps in learning for different groups of children.

What the setting needs to do to improve further

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

- implement the system for tracking and monitoring the progress made by different groups of children to make sure any gaps in their learning are quickly addressed
- make sure all adults use questions consistently well, allowing children enough time to respond and know when not to interrupt their learning
- enhance children's understanding of how to keep themselves and others safe by providing opportunities for them to identify and work out how to minimise potential risks when they continue their learning outdoors.

Inspection activities

- The inspector observed activities both inside and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the day and held discussions with the deputy manager and the owner, who is also the manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers seek the views of staff and parents in identifying what needs to improve. With the increase in younger children attending the nursery they have created a new play space for older babies. They consult parents to check when children are ready to move to this area. They help staff identify where they need to improve their teaching through daily observations of practice. Managers have been successful in helping staff improve the quality of children's assessment. Staff observe children regularly to check how well they are learning and involve parents in what needs to happen next. Safeguarding is effective. Staff have a secure knowledge and understanding of the steps to take if there is a concern about a child. They undertake daily checks of the provision to ensure any risks are minimised. They talk to children about keeping safe. However, they do not make the best of some opportunities to extend children's understanding further, for example, by helping them to identify whether it is safe to play outside.

Quality of teaching, learning and assessment is good

Children attend regularly and arrive at nursery happy, eager and ready to learn. They make choices in their play. They select resources from the well-planned environment, which provides opportunities across the seven areas of learning. Babies are fascinated as they watch and feel the corn flour 'gloop' fall between their fingers. Adults show young babies how to push the buttons on 'pop-up' toys. Children aged two explore mixing different colours as they paint. They use their developing creative skills as they add glitter to their art work and create a 'sparkly, slithering snake'. Three-year-olds show care and affection for their younger friends as they enjoy sitting close to share a familiar story. Adults provide a narrative as children play and use questions well to help extend children's learning. However, on occasions, they do not leave enough time for children to answer one question before moving on to the next.

Personal development, behaviour and welfare are good

Adults are positive role models and set high expectations for children. Children behave well. They remind each other to take care as they play, especially when looking out for younger children. All children come together at mealtimes. Adults help children of different ages and abilities to develop their independence. Older babies learn to feed themselves and children aged two and three years pick up linguine skilfully with serving tongs and pour their own drinks. As children prepare to go outside they find their own boots. Adults help them to work out what to do next when they put their boots on the wrong feet.

Outcomes for children are good

Children make good progress in their learning from their starting points. Adults keep a close check on children's progress, which helps to identify when extra support is needed in a particular area of learning. Children develop the skills they need to be ready for the move between rooms or on to other settings. Leaders and managers have recently devised a tracker to help them identify and take prompt action to close any gaps in learning for different groups of children.

Setting details

Unique reference number	EY342154
Local authority	Camden
Inspection number	1017527
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Katarzyna Monika Idasiak
Date of previous inspection	10 December 2014
Telephone number	07957 966139

Pinocchio Nursery is privately owned and registered in 2006. The nursery operates from St. Cuthbert's Parish Church, in West Hampstead. Children use the main hall and a smaller hall. An outdoor play area is accessible for children. The nursery supports children who speak English as an additional language. Currently, there are 27 children in the early years age range on roll. It receives nursery education funding for children aged three years. The nursery is open each weekday from 8.00am to 6.00pm for 49 weeks of the year. The setting is registered on the Early Years Register. The nursery employs six members of staff, including a cook and provides places for students. Four staff hold early years qualifications. The nursery receives support from the local authority early years advisory team.

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