

Abbey Nursery School Limited

Cricklewood Baptist Church, Sneyd Road, Cricklewood, NW2 6AN



Inspection date	1 March 2016
Previous inspection date	29 April 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The nursery has built excellent close working partnerships with professionals and external agencies. Working together, they agree on the most beneficial ways to support each child who speaks English as an additional language, disabled children and children who have special educational needs.
- Managers at the nursery are very passionate about their practice and motivate staff towards excellence. Staff support this vision and work closely with the management in implementing ongoing quality improvements when evaluating their practice. Parents and children's views are actively sought and these are incorporated when focusing on priorities for improvement.
- The nursery staff place a strong emphasis on supporting children's language and communication skills. Children take part in daily focused group times. These are used to strengthen their understanding, learning and development in speech and language.
- Well-qualified staff provide a wealth of highly stimulating and appropriately challenging activities, both indoors and outside. Children's developing writing skills are promoted as they join in small group activities. They learn to form letters correctly and add meaning to the marks they make.
- Parents are extremely happy with the service provided. Staff and parents share information on a regular basis. Parents are kept very well informed about their child's progress and feel they are provided with a wealth of information that can be used to help them continue their child's learning at home.
- The nursery's key-person system is firmly embedded and children build strong attachments with staff. This fully supports their confidence and self-esteem.

What the setting needs to do to improve further

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

- continue to build on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need.

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 and discussed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager at an appropriate time during the inspection. The inspector looked at relevant documentation, such as the nursery's self-evaluation, evidence of the suitability and qualifications of staff, a selection of policies and the children's learning records.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and dedicated staff have excellent knowledge of their responsibility to promote the safety and welfare of children. Staff have a robust knowledge of how to report any concerns. Through effective supervision and observation, staff practice is precisely evaluated and they receive a very effective programme of training. Senior staff are very confident and talk about how they use their qualifications and wealth of experience to reflect on the overall quality of teaching. They have implemented a mentor system which supports less experienced members of staff, to move towards excellence, in their delivery of teaching. Children's progress is evaluated regularly and the resulting assessments are used exceptionally well. This ensures any weakness in an individual's learning is identified and precisely targeted to provide effective support. The management team identify that staff could further refine the current process of collating the progress reports, of different groups of children, to more quickly identify where possible gaps in children's learning may occur.

Quality of teaching, learning and assessment is outstanding

Staff have very high expectations of the children. They take time to ensure that planned activities are adapted to meet each child's unique learning style. Children enjoy the extensive opportunities to create and explore. They have fun as they make animals out of play dough. Staff talk to the children about what they are doing. They support the children's mathematical development while they count the eight legs of a spider. In their hands they roll the biggest ball and smallest ball of play dough. Children skilfully use the play dough to form letters that are shown, including the first letter of their name. Children feel proud of their achievements and very confidently say the sound of the letter they have created. Disabled children and children with special educational needs are exceptionally supported to participate in all activities by adapting the activities to meet their individual needs. In targeted ability groups, all children feel comfortable and confident enough to participate, answer questions and sing songs together.

Personal development, behaviour and welfare are outstanding

Children rapidly learn independence skills. They cut their own fruit, wash their hands and put on their own coats. Staff are excellent role models. This helps children to develop self-control, empathy for others and effectively understand about their own feelings. Children behave exceptionally well, this is fully supported by the consistent way that all staff deal with behaviour. They enjoy sharing a story from the library, they learn about each other's differences and excitedly take part in creative activities linked to different festivals. Children learn about the importance of a healthy lifestyle, through the healthy options at snack time and discussion time. They have regular opportunities for active play outside which they can access freely at any time.

Outcomes for children are outstanding

All children, make rapid progress from their individual starting points. Children are exceptionally well prepared for moving on to school.

Setting details

Unique reference number	137750
Local authority	Brent
Inspection number	1024272
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	55
Number of children on roll	103
Name of provider	Ruby Azam
Date of previous inspection	29 April 2010
Telephone number	020 8208 2202

The Abbey Nursery School Limited was registered in 1999. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including two with Qualified Teacher Status. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language, disabled children and children who have special educational needs.

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