

Regents Park Children's Centre

Augustus Street, London, NW1 3TJ



Inspection date	24 January 2017
Previous inspection date	29 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
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

- Children make good or better progress in their learning. Staff support each child individually to enjoy and achieve. Children who have additional needs are supported remarkably well and all children gain many skills they need for the future.
- Teaching is of a good quality. Staff plan a broad range of interesting and engaging experiences for children of all ages, both inside and outside.
- Leaders are highly ambitious and passionate in their roles. They are reflective and make excellent use of self-evaluation to raise the quality of the setting. Previous recommendations from the last inspection have been successfully met and the capacity for continuous improvement is strong.
- Staff know children well and help them gain a sense of belonging. Staff build strong links between the home and setting, and include parents in children's ongoing learning.
- Children are confident and happy. They settle well and form secure attachments to their key person. Staff are warm, nurturing and support children to feel safe.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to encourage the older children to gain independence in managing their daily care routines, for example, at meal times.
- At times, staff do not support children's daily transitions fully, such as from one activity to the next, or encourage children to manage their feelings and behaviour better during these times.

What the setting needs to do to improve further

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

- offer more opportunities for the older children to try things for themselves, to gain even better independence skills
- consider ways to support children during transitions and daily routines, to help them make the best possible progress in their social skills and better accept the needs of their peers.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the nursery.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the leadership team.
- The inspector carried out a joint observation with the vice principle.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation, such as suitability of staff and safeguarding procedures.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership is remarkably strong and leaders show strong commitment to offering children a quality education. Partnerships are superb and leaders collaborate with parents and other professionals exceptionally well, ensuring children have consistency in their learning and experiences. Arrangements for monitoring children's overall progress are excellent and leaders have a detailed overview of the progress that groups of children make over time. Any gaps in learning are quickly identified and begin to close. Safeguarding is effective. Leaders ensure all staff gain a confident knowledge of how to keep children safe and follow their procedures confidently. Leaders inspire staff to access continuous development and offer many opportunities for staff to enhance their skills.

Quality of teaching, learning and assessment is good

Experienced staff support children's communication skills well. They model a clear use of language and help children, particularly those with delayed speech, to talk clearly and express themselves. For example, staff lead small lively groups to enhance children's understanding of objects and animals, in which children are excited to take part. Children have opportunities to discover their senses and be creative. For example, young children enjoy exploring what happens when you mix water and corn flour, and children pour the mixture into various containers, while staff help to extend their early mathematical knowledge. Staff make relevant and accurate reflections of children's learning and use these to plan challenging next steps, which they share effectively with parents.

Personal development, behaviour and welfare are good

Children have a voice in the nursery and staff ensure they are highly inclusive of their local community. Staff have an effective approach to helping children understand the importance of cultural diversity; this is a real strength of the setting. Children learn about the need to live a healthy lifestyle. For example, children have hands-on opportunities to go on trips outside of the setting, such as visiting the woods, where they learn about making structures and explore the natural world. Overall, children behave well and staff encourage them to be kind and form friendships with one another. In general, children enjoy trying things out for themselves. For example, younger children learn to put on their own belongings and enjoy taking on small tasks and responsibilities.

Outcomes for children are good

Children make good progress given their starting points and, overall, they are well prepared for school. They are motivated and curious to explore their environment. Older children gain good physical skills and enjoy activities that require hand-to-eye coordination. For example, completing complex puzzles. Young children show interest in imaginative play, using small-world figures and toys, to re-enact their life experiences.

Setting details

Unique reference number	100571
Local authority	Camden
Inspection number	1061118
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	85
Number of children on roll	84
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Date of previous inspection	29 October 2013
Telephone number	020 7387 2382

Regents Park Children's Centre registered in 1994. It operates in the London Borough of Camden. The nursery opens each weekday from 8am to 6pm, for 48 weeks in the year. The centre employs 22 staff. The centre manager holds a relevant qualification at level 7 and one member of staff has achieved qualified teacher status. All other staff, but two, hold relevant qualifications at level 3 and above. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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