

Miss Delaney's

Avondale Park Lodge, Walmer Road, London, W11 4PQ



Inspection date

Previous inspection date

31 October 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are passionate and dedicated to their roles. They make use of accurate self-evaluation and are committed to ongoing success and progression in the nursery. All staff have a reflective attitude towards their practice.
- Staff know their key children well and use their precise assessment of children's skills to plan a board range of activities. Children make good progress in their learning.
- Partnerships with parents are strong and parents are highly complimentary about the nursery and their children's daily experiences. Parents say they feel the staff are 'warm and caring' and that children are 'well prepared for school'.
- Staff promote children's communication skilfully and use careful questioning and language to extend children thinking and understanding. For example, staff encourage children to take time to explain their ideas and thoughts to others.
- Staff are nurturing towards children who behave well at all times. The staff work seamlessly together and there is a sense of collaboration throughout the setting.

It is not yet outstanding because:

- On occasion, staff do not fully consider the needs of the youngest children when organising adult-directed activities, to make sure younger children get an appropriate amount of time to explore their own play ideas.
- Leaders are at an early stage of precisely comparing the progress made by groups of children. They have correctly identified the need to look more closely at the progress made by children who speak English as an additional language, to ensure they continue to achieve well in line with their peers.

What the setting needs to do to improve further

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

- consider the organisation of some group activities, to meet the needs of the youngest children more fully and allow them appropriate time to explore their own interests
- continue to refine the process for monitoring the overall progress made by different groups of children, particularly for any children who are learning English as an additional language, to help identify and close any emerging gaps in learning.

Inspection activities

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

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that all staff understand how to keep children safe in the setting and whom to contact should they have any concerns regarding children's welfare. Leaders implement effective policies and procedures, and make strong links with other professionals to ensure children's well-being is their top priority. Staff have a strong knowledge of how to ensure children are not drawn into extreme views or behaviours and build strong relationships with families and the community. Leaders value the importance of retaining an experienced and qualified team. Staff speak highly of the support they receive and feel valued in their roles. Leaders offer opportunities for staff to enhance their skills and knowledge. For example, leaders report that recent staff training on outdoor play has improved opportunities for children to learn outdoors.

Quality of teaching, learning and assessment is good

Staff are lively and enthusiastic with children. They support children to develop their understanding of the world around them and talk about what they see. For example, staff share books about the changing seasons with children and go on walks to the park to collect leaves. Staff support older children to develop their awareness of sounds and help them develop early literacy skills. For example, children enjoy a game guessing the hidden instrument in the box. Staff support children to learn about early mathematics. For example, children count how many small cars are travelling down their ramp. Staff help children to develop creativity. For example, children sing familiar rhymes and make cakes in the mud kitchen outdoors. Staff regularly reflect on children's skills and track their individual progress very well. Staff share their observations of children's achievements with parents and plan appropriate next steps in learning for each child.

Personal development, behaviour and welfare are good

Staff create a friendly, welcoming and homely environment, where children settle very quickly and begin to have a sense of belonging. Staff take account of children's experiences outside of the nursery and build strong links to their home life. For example, children are keen to show staff their homemade Halloween costumes and talk about 'trick or treating'. Staff help children to develop an awareness of healthy lifestyles and good hygiene routines. They provide a range of nutritious snacks and encourage children to be independent in their self-care tasks. Staff keep children safe and minimise any potential hazards. They carry out thorough risk assessments and help children to understand possible dangers, such as when using the stairs around the nursery.

Outcomes for children are good

Children are confident and interested to learn and share their ideas. They use their senses to explore materials. For example, they explore the inside of a pumpkin and feel the seeds. Children show a love of books and retell stories using props. Older children develop strong early writing skills and begin to write their names. Younger children enjoy using construction toys, such as building with a train set. All children gain the important skills they need for the future and are well prepared for their next stage of learning.

Setting details

Unique reference number	EY488162
Local authority	Kensington & Chelsea
Inspection number	1020616
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	45
Number of children on roll	78
Name of registered person	Miss Delaney's Nursery Schools Limited
Registered person unique reference number	RP909259
Date of previous inspection	Not applicable
Telephone number	02076036095

Miss Delaney's registered in 2015. It operates in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday during term times and offers sessional places between 9am and 4pm. Of the 13 staff who work at the nursery, 10 hold relevant qualifications equivalent from level 3 to level 7. Three staff hold qualified teacher status and one holds early years professional status.

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