

# Nicoll Road Nursery School



Nicoll Road Nursery School, 40 Nicoll Road, LONDON, NW10 9AB

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 11 January 2018 |
| Previous inspection date | 6 May 2015      |

| <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

- Strong leadership and management are in place to help ensure staff receive good guidance and support, to meet children's needs.
- The manager and staff know children well and observe their development closely. They plan effectively to move children on in their next stage in learning, offering extra support to close any gaps. Children make good progress from their starting points.
- Children play in a well-thought-out and stimulating learning environment where they easily choose from a wide range of resources and activities. Staff make creative use of the available outdoor space and children are excited and keen to go outside.
- Children behave very well. Staff use effective methods to encourage children to listen to and respect each other. Children play well together and learn to share their toys.
- Partnerships with parents are strong. Staff successfully engage parents in their children's learning from the start. Ongoing sharing of information helps to support continuity in children's care, learning and development.

### It is not yet outstanding because:

- The management team has not given careful consideration to the arrangements for the children's changing area, which is exposed to visitors.
- Occasionally, staff miss some opportunities to help younger children further develop their physical skills, such as through challenging outdoor play.

## What the setting needs to do to improve further

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

- review the organisation of children's care needs and routines to support them to maintain their own privacy
- enhance opportunities for younger children to further extend their emerging physical skills.

### 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 took into account the views of parents spoken to on the day.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector checked a range of documentation, including safeguarding procedures and evidence of staff suitability.

### Inspector

Rizwana Nagoor

## Inspection findings

### Effectiveness of the leadership and management is good

Managers make good use of self-evaluation and ideas from training to bring about improvements. They actively seek the views of parents, staff and other professionals to review their practices. There is continuous improvement in meeting children's needs. The manager is proactive in arranging partnership meetings with other professionals to keep up to date with current guidance and share ideas and good practice. Safeguarding is effective. All staff attend safeguarding training and have a good understanding of how to deal with any child protection concerns. They consider children's safety at all times and carry out risk assessments and safety checks to support this. The manager effectively carries out robust recruitment and vetting procedures to check staff are suitable to work with children. Policies and procedures are reviewed and updated regularly.

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

Staff are well qualified and plan a broad range of activities for children. Children's mathematical skills are well supported. For example, staff skilfully use children's interest in animals to promote their counting skills, and children also count and compare different-sized sticks to match the story. Staff support all children well to develop their communication and language skills. For example, toddlers enjoy singing sessions with props, explore and name colours. Older children confidently explain to staff what they are doing and what they want to achieve from their play, asking for support from staff when needed. Young children enjoy investigating and exploring sand. They use a varied range of resources to make marks in the sand and use their manipulative skills to scoop, tip and pour sand.

### Personal development, behaviour and welfare are good

Staff support children's independence well. For example, they help younger children to grasp toilet training and encourage older children to attend to their own care needs. Older children take measured risks as they skilfully use age-appropriate play equipment. Staff are good role models and help children to understand expectations and boundaries. Children are encouraged to lead a healthy lifestyle. For example, they enjoy a variety of nutritious meals and follow good hygiene practices. Children help staff to plant and grow fruit and vegetables in the garden and learn about how food is grown. Children learn about their own and other people's similarities and differences. For example, they take part in activities which explore festivals of different cultures, such as Diwali and Ramadan.

### Outcomes for children are good

Children make good progress in their learning. They are well prepared for school and the next stage of their learning. Younger children are beginning to focus their attention for longer periods. Older children are beginning to recognise letters and write their names. Children are good communicators and hold meaningful conversations with others.

## Setting details

|  |                          |
|--|--------------------------|
| <b>Unique reference number</b>                   | EY439971                 |
| <b>Local authority</b>                           | Brent                    |
| <b>Inspection number</b>                         | 1095234                  |
| <b>Type of provision</b>                         | Full-time provision      |
| <b>Day care type</b>                             | Childcare - Non-Domestic |
| <b>Registers</b>                                 | Early Years Register     |
| <b>Age range of children</b>                     | 0 - 4                    |
| <b>Total number of places</b>                    | 50                       |
| <b>Number of children on roll</b>                | 51                       |
| <b>Name of registered person</b>                 | SAI Children Centre Ltd  |
| <b>Registered person unique reference number</b> | RP530212                 |
| <b>Date of previous inspection</b>               | 6 May 2015               |
| <b>Telephone number</b>                          | 02089616648              |

Nicoll Road Nursery School registered in 1992. The nursery is open each weekday from 8am until 6pm throughout the year. The provider employs 17 staff, all of whom hold appropriate early years qualifications at level 3, 4 or 5. Two members of staff hold early years teacher status. The provider receives funding for the provision of free early education for two-, three- and four-year-old children.

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