

King Square at St Lukes

St Lukes, 90 Central Street, London, EC1V 8AJ



Inspection date	16 January 2018
Previous inspection date	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 reflective and understand how to successfully evaluate their service. They strive for continuous improvement and use the views of others well, to help identify key priorities and aspirations for future development.
- Children are happy and show they feel safe and secure in this welcoming and friendly setting. Staff are caring and kind towards children and help them to settle quickly.
- Staff know children well and make precise assessments of children's individual achievements, which they use to plan for children's continued learning.
- Children make good progress from their starting points. Staff challenge and engage children, equipping them with the skills they need for the next stage in their learning.
- Partnerships with parents and other professionals are incredibly strong and all staff create meaningful and trusting relationships with families. This provides a strong link from home to the setting, and parents speak very highly of the nursery and staff team.
- Staff offer a range of activities which promotes children's physical development and coordination. For example, children pedal bicycles skilfully with their friends outside.

It is not yet outstanding because:

- On occasion, as staff enthusiastically model new words, they do not give children appropriate opportunities and time to reflect on their thoughts and ideas, to enhance their communication and language skills further.
- Leaders are at an early stage of looking in more detail at the progress made by various groups of children, to help them identify any less apparent gaps in their learning and help all children to achieve their full potential.

What the setting needs to do to improve further

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

- enhance opportunities for children to think and reflect on their ideas, to support their speaking skills even further
- refine the process of cohort tracking and compare the progress made by groups of children even more closely, to ensure all children continue to make good progress.

Inspection activities

- The inspector observed staff's 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's 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. All staff have a secure understanding of their roles and responsibilities in relation to child protection and know whom to contact should they have any concerns regarding children's welfare. Leaders implement robust procedures to keep children safe and ensure all staff are suitable. Staff feel valued and supported. They have opportunities to take part in regular professional development to enhance their skills and knowledge. This has a positive impact on outcomes for children. For example, staff have attended recent training on autism, which has increased their confidence in supporting children who have special educational needs (SEN) and/or disabilities. Staff recognise the importance of working in collaboration with others involved with children's care, to provide continuity.

Quality of teaching, learning and assessment is good

Staff plan a broad array of interesting activities which helps children gain a secure early education. They skilfully differentiate their teaching to include children of different abilities and support children's individual needs. For example, they use signing to help children to follow instructions. Staff follow children's interests and children have a voice in the setting. For example, when children show their spontaneous interest in a book, staff use this book as a focus for their group time. Staff reflect on children's daily experiences and share this regularly with parents. Children have opportunities to be creative and explore their senses. For example, they use their hands to explore the texture of shaving foam and describe the smell and how it feels. Staff help children to gain an understanding of the wider world. For example, they talk about wildlife they see outside.

Personal development, behaviour and welfare are good

The key-person system is highly effective and children develop close bonds with staff. Children behave well and enjoy taking on small jobs and tasks. Staff model how to value and respect one another and they implement effective care routines that sensitively promote children's personal space and right to make choices. They promote children's awareness of being healthy and children have opportunities to be independent and try things for themselves. For example, children take pride in helping to set the table for snack time and enjoy serving their own drinks. Staff help children to understand those who are the same and different to themselves. The nursery has strong links with their diverse local community. For example, children benefit from experiences outside the nursery as they attend reading sessions with elderly people who use their centre.

Outcomes for children are good

Children thrive and are curious to explore their surroundings. They use their first-hand experiences during pretend games, as they 'go shopping'. Children are keen to take part in mark-making tasks. For example, they use large chalks on the floor outside to draw spiders. Children sing and join in with familiar rhymes and songs. They excitedly take part in dance and movement time, which helps them to gain control over their bodies. Children make good progress and are well prepared for pre-school or school.

Setting details

Unique reference number	EY488668
Local authority	Islington
Inspection number	1023554
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	20
Name of registered person	King Square Community Nursery Ltd
Registered person unique reference number	RP523982
Date of previous inspection	Not applicable
Telephone number	0207 5498186

King Square at St Lukes registered in 2015. It is situated in the London Borough of Islington. The nursery opens on Monday to Friday from 9am to midday and from 1pm to 4pm, term time only. The nursery employs three members of staff, who all hold childcare qualifications at level 3. The nursery receives funding for the provision of free early education for two-year-old children.

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