

# Portobello Day Care Nursery Ltd

244 Acklam Road, London, W10 5YG



<b>Inspection date</b>	24 January 2018
Previous inspection date	21 January 2014

<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

- Children develop strong bonds with the caring staff and form good relationships with their peers. They are happy and confident, settle quickly, and develop a positive attitude to learning. All children make consistently good progress.
- Staff prioritise children's safety and welfare. They provide a safe and secure play area and effectively teach children to assess risks for themselves. For example, older children knowledgeably explain how to cross a road safely and recognise the meaning of the different colours of traffic lights.
- The management team provides ample professional development opportunities for staff. Communication and language training has had a very positive impact on the quality of staff's interactions with children. For example, they routinely use signing and visual aids, engage children in detailed discussion, and repeat what children say to model clear pronunciation of sounds.

### It is not yet outstanding because:

- At times, staff miss opportunities that arise to support children to express themselves creatively, explore materials and test out their ideas.
- The management does not make best use of the detailed assessments of children's development, to help them identify any patterns in learning between different groups of children, to reflect further on the quality of teaching.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore materials, test out and express their own ideas, and be creative
- develop the monitoring of groups of children's progress, to identify any patterns in learning, to help inform activity planning and the evaluation of the quality of practice and provision.

### Inspection activities

- The inspector observed staff's interactions with children during adult-led activities and children's self-chosen play.
- The inspector carried out a joint observation with the provider to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of staff, children and their parents, through discussions on the day of inspection.
- The inspector held a meeting with the provider at an appropriate time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records, and staff's training and qualification certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management and staff have a good understanding of their responsibility to identify and report any concerns about a child to the appropriate authorities. They work closely with external professionals to support children's ongoing welfare and provide continuity in their learning. For example, staff take advice from others working with the children, to plan complementary activities that specifically develop children's speaking skills. The management team supports staff well to reflect on their practice, such as through regular review meetings. They accurately evaluate the setting and are planning ways to provide more learning opportunities for children outside.

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

Staff accurately assess children and use their good knowledge of each child to plan purposeful activities that meet their developmental needs well. For example, they show children how to 'catch' the toy ducks as they float in the water tray with fishing rods. Children describe the duck they have chosen to catch, and develop good coordination and control as they carefully try to hook it. Staff effectively teach children about numbers and counting. For example, they hide numbers in sand and encourage the older children to identify them when they uncover them. Staff successfully teach toddlers that marks carry meaning, such as prompting them to talk about what they have painted. They teach children to celebrate what makes them unique, to help them understand about similarities and differences. For example, children enjoy learning about their friends' cultures on 'International Day'. Parents tell staff what they know about their children when they first start, and receive ongoing information about their children's progress, so they can continue to work well together.

### Personal development, behaviour and welfare are good

The management ensures a high ratio of staff working with the children. The team takes great care to understand the emotional needs of each child. For example, staff kindly reassure new children who are settling in, and successfully distract them very quickly with the interesting range of toys they provide. Staff routinely praise children's efforts, such as initiating 'high-fives', to build children's confidence. They offer gentle reminders to help children learn to behave well, such as prompting that 'sharing is caring'. Staff provide good opportunities for children to understand about healthy lifestyles. For example, they help them learn about the effects of exercise on their bodies after dancing.

### Outcomes for children are good

All children make good progress in their development and attain a wide range of skills that helps to prepare them well for their future learning. For example, older children learn to recognise some letters of the alphabet and their written name. Toddlers eagerly blow bubbles, which supports the development of oral muscles needed for speaking. Children are independent. They get a tissue and try to wipe their own nose. They learn good social skills and enjoy playing with their friends.

## Setting details

<b>Unique reference number</b>	EY296614
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1068729
<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>	2 - 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Portobello Day Care Nursery Ltd
<b>Registered person unique reference number</b>	RP907304
<b>Date of previous inspection</b>	21 January 2014
<b>Telephone number</b>	0208 964 5882

Portobello Day Care Nursery Ltd registered in 2004 in the Ladbroke Grove area of the Royal Borough of Kensington and Chelsea. It is open each weekday from 8.30am to 5pm during term times, and receives funding to provide free early education to children aged two, three and four years. The nursery employs five staff, all of whom hold appropriate early years qualifications to at least level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

