

# Sidings Community & Under 5's Centre

150 Brassey Road, London, NW6 2BA



<b>Inspection date</b>	24 January 2018
Previous inspection date	16 October 2013

<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

- Staff provide a broad range of resources and activities indoors and outdoors for children's enjoyment and to help them make good progress.
- Staff work closely with parents to establish children's starting points when they first start and swiftly identify where children may benefit from any additional support. Staff work closely with other professionals working with children to help meet their needs and help them progress.
- There are effective systems to support children who speak English as an additional language. Staff regularly monitor their progress and provide good interventions to help close gaps in their learning.
- Staff place a strong focus on promoting children's language skills. They use a variety of strategies to help children communicate and increase their attention skills.
- Promoting children's personal, social and emotional development is a clear strength and children are happy and well settled.

### It is not yet outstanding because:

- The manager does not use incisive professional development opportunities to help raise the quality of teaching and learning to an exceptional level.
- Staff do not make the very best use of the information gathered from assessments to plan highly challenging activities to help children make the best possible progress.

## What the setting needs to do to improve further

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

- evaluate the impact of staff practice and provide targeted professional development opportunities to help raise the quality of teaching and learning to an exceptional level
- use the assessment information gathered about children's learning meticulously to help every child undertake highly challenging activities.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. There are robust systems to ensure staff are vetted and suitable to work with children and their ongoing suitability is assessed. All staff have a good knowledge of child protection issues and the procedure to follow if they have a concern about a child. There are clear action plans to help develop the service even further. Parents report high levels of satisfaction. For example, they are impressed by the level of information they receive about their children's progress and the suggestions offered about how they can support their children at home. They feel the staff are extremely supportive of their personal circumstances and provide good care and support when they need it most.

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

Staff plan well around children's interests and use an interesting range of topics to provide a broad range of experiences, overall. For example, children learn about the natural world and growth. Staff provide a good balance of adult-led activities and opportunities for children to freely explore and discover. Staff give good one-to-one support to children who have special educational needs (SEN) and/or disabilities to help close gaps in their learning. They are fully included throughout the session and manage well with the additional support they receive. Staff promote children's understanding of their own and others families and children learn to respect and enjoy their cultural differences.

### Personal development, behaviour and welfare are good

Staff place a good focus on promoting healthy eating habits. For example, staff provide information for parents on providing children with healthy meals. Mealtimes are a social occasion and are used well to encourage children to chat about what they are eating and to learn how the food benefits their bodies. Children behave well and understand the codes of behaviour to keep safe. For example, staff gently remind children how to use the hammers and pins safely as they create their mosaic pictures. Children have good opportunities to take part in physical activities outdoors and enjoy music and movement indoors.

### Outcomes for children are good

All children, including those receiving funding, make good progress from their starting points and are well prepared for school. Children show a keen interest in musical instruments and enjoy exploring sound and rhythm. Children thoroughly enjoy using their senses to explore a variety of activities, such as dough, paint, sand and shredded paper. Children use the available media and materials creatively and show a keen interest in making marks. For example, children draw and make marks on paper to music. Children show a keen interest in the natural world. For example, they plant and care for potatoes, carrots and cress. Children begin to show an interest in counting, sorting and matching as they play and learn about letters of the alphabet and the sounds they represent.

## Setting details

<b>Unique reference number</b>	100559
<b>Local authority</b>	Camden
<b>Inspection number</b>	1061117
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	The Sidings Community Centre
<b>Registered person unique reference number</b>	RP902741
<b>Date of previous inspection</b>	16 October 2013
<b>Telephone number</b>	020 7624 0588

Sidings Community & Under 5's Centre registered in 1992. It operates within a community centre in the London Borough of Camden and is managed by a committee. The nursery operates each weekday for 48 weeks a year from 9am to 4pm and it also offers a playscheme during the school holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 13 members of staff. Of these, two hold qualified teacher status, one holds an appropriate early years qualification at level 5, two hold a qualification at level 4, five hold a qualification at level 3 and two hold a qualification at level 2.

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