

# Abbots Manor Community Nursery

The Portacabin, Sutherland Street, London, SW1V 4JP



<b>Inspection date</b>	30 January 2018
Previous inspection date	15 May 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

- The manager and her team have successfully met the recommendation from the previous inspection. For example, children access a wide variety of resources and planned activities outdoors that support and continue their learning. Resources are plentiful and support children's learning.
- Good relationships develop between staff and children. Staff spend time getting to know children and gather information from parents about their children. They use this information effectively to plan for children's care and learning from the start.
- Staff plan a wide variety of activities that challenges and interests children. They make good use of the play space available to support children's learning.
- Staff effectively support children who have special educational needs (SEN) and/or disabilities to ensure they have opportunities to make the best possible progress in relation to their starting points. Staff successfully work in partnership with other early years professionals to ensure continuity in care and learning.
- Staff support children as they learn the importance of sharing and turn taking through play. They recognise and praise children's achievements. Clear rules and boundaries encourage children's understanding of acceptable behaviour.

### It is not yet outstanding because:

- Staff do not always use resources effectively to support children's skills in literacy.
- Routines for gathering information about children's home language to use in nursery to engage children and aid communication are not wholly successful.

## What the setting needs to do to improve further

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

- enhance the use of resources to support children's skills in literacy more effectively
- review systems for gathering information about children's home language and use the information in nursery to engage children and support their communication skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and senior management team. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to recognise signs of possible harm or neglect. They are confident to report any concerns they might have in relation to children in their care. Staff share information with parents daily about children's experiences and encourage parents to share activities their children enjoy at home. Staff's professional development is supported. They benefit from regular supervisory meetings to discuss their performance. Staff welcome opportunities to increase their skills and knowledge and successfully implement these to raise the quality of teaching. For example, staff develop the way books and stories are used to enhance children's creativity. Parents speak positively about the care staff provide for their children and the lovely learning opportunities in which they participate.

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

Staff use their observations and assessments of children's involvement in activities to plan ways to support their future learning needs. Children use mathematical language in their play, identifying which objects are big or small. They explore using their hands when making dough and talk about the smell of the herbs, olives and flour as they make bread. Staff ask children about the texture and the temperature of the dough as they knead it and manipulate it into different shapes. Children talk about past activities, such as learning to care for their teeth. They enjoy using toothpaste, large toothbrushes and oversized models of teeth to show staff how they care for their own teeth. Children re-enact familiar events when playing in the role-play area. They busy themselves making pretend meals for their friends and the staff.

### Personal development, behaviour and welfare are good

Children establish good relationships with staff and their peers. They confidently explore their environment and freely access the toys and resources. Children develop skills in self-care and are becoming independent. They know to wash their hands after playing outside or before eating their snack, and put their coats on for outside play. Staff sensitively support less confident children. Children relish playing outdoors and benefit from plenty of fresh air. Staff support children's understanding of how their heartbeats change after physical activity.

### Outcomes for children are good

Children make good progress and develop essential skills in readiness for school. They learn to recognise letters, in particular those that form their names, and register their attendance at nursery each day. Children enjoy listening to stories. They join in with familiar phrases and recognise different characters. They enthusiastically sing songs and rhymes and make sounds in different ways, for example, using a variety of musical instruments.

## Setting details

<b>Unique reference number</b>	135008
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1068496
<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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	020 7834 6033

Abbots Manor Community Nursery registered in 1992. It operates from a portable building on a large main inner-city housing estate in the London Borough of Westminster. The nursery is open term time only, Monday to Friday from 9am until midday and from 1pm until 4pm. The nursery employs four staff, three of whom hold appropriate early years qualifications at level 3. Funded early education is provided for two-, three- and four-year-old children.

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