

Chaston Nursery School

Chaston Nursery & Pre Preparatory School, Chaston Place, London, NW5 4JH



Inspection date

2 February 2018

Previous inspection date

5 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching for children aged 16 months to three years is not consistently good. Staff do not always show a clear understanding of what children need to do next to make good progress in their learning.
- The monitoring systems and programme for staff's professional development are not focused sharply enough on raising the overall quality of teaching and use of resources to a consistently good standard.

It has the following strengths

- The quality of teaching in the baby room is good. Staff place a strong focus on promoting the babies' communication and language skills during their interactions.
- The quality of teaching in the pre-school room is good. Staff have a good knowledge of how to support children's learning and provide a rich range of activities to motivate children to learn.
- Staff use a good range of strategies to engage parents and to encourage them to take part in nursery activities, such as the stay-and-play sessions which are popular. Parents are kept up to date about their children's care and learning.
- Staff develop close relationships with children and place a good emphasis on encouraging them to talk about how they are feeling and to consider the feelings of others.
- Staff provide a varied range of physical play opportunities for children of all ages.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the use of the information gained from assessing children's progress for children aged 16 months to three years, to help staff understand what children need to do next in order for them to make good progress in their learning	23/03/2018
■ improve the quality of teaching and delivery of activities for children aged between 16 months and three years so that children are motivated and enthused to learn.	23/03/2018

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

- monitor and evaluate the impact of individual staff's practice, and provide staff with professional development opportunities that help to raise the quality of teaching to a consistently good level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery owner, who is also the manager.
- The inspector held a meeting with the nursery owner/manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector looked at feedback from parents' surveys and spoke to parents during the inspection, and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, there have been some staffing changes and new staff recruited. The leadership team's evaluation of the provision is not fully effective. For example, it does not monitor and review the quality of teaching, the use of assessment and the impact of individual staff's practice often enough. As a result, the quality of teaching is not consistently good across the nursery. Safeguarding is effective. Robust recruitment, vetting and induction systems help to ensure staff are suitable. All staff are trained in child protection and have a good understanding of wider safeguarding issues. Staff have a secure knowledge of the possible signs of abuse and neglect and the procedures to follow if they have a welfare concern. Overall, parents report good levels of satisfaction and are particularly impressed by how well the nurturing staff know their children.

Quality of teaching, learning and assessment requires improvement

Staff caring for children aged 16 months to three years regularly observe children and identify their interests. However, staff do not consistently use this information to identify what children need to do next in order to make good or better than good progress in their learning. Teaching is not consistently strong. For example, not all staff make the best use of the resources available to provide activities which quickly capture children's curiosity and imagination. Therefore, children do not always show good levels of involvement in what is provided. In contrast, when teaching is good, such as in the pre-school room and baby room, children are eager to participate. For example, in the pre-school room during group time, staff skilfully incorporate mathematics, literacy and opportunities for children to talk about their feelings and the weather.

Personal development, behaviour and welfare require improvement

Due to weaknesses in the quality of teaching, not all children consistently benefit from stimulating activities that hold their attention. That said, staff know their children well and develop close relationships with them. Staff in the baby room work closely with parents to help follow babies' individual care routines. They are very nurturing in their approach and spend time holding and being close with them. Staff use good eye contact, change the tone of their voice and facial expressions to gain their attention and help them to communicate. Staff help children to learn about foods that are healthy and foods that are high in sugar, and about the importance of good oral hygiene. Staff place a good focus on teaching children how to behave and stay safe.

Outcomes for children require improvement

Not all children make consistently good levels of progress from their starting points and are well prepared for their next stage of learning. That said, pre-school children show sustained levels of interest during activities. They listen intently during activities and are confident talkers. Children show a real interest in the natural world as they learn about the animals that live under the sea and learn about the seasons. Children learn about their own and other families and learn to respect these differences.

Setting details

Unique reference number	100611
Local authority	Camden
Inspection number	1088832
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	58
Name of registered person	Chaston Nursery and Pre-Preparatory School Limited
Registered person unique reference number	RP517473
Date of previous inspection	5 March 2015
Telephone number	020 7482 0701/02

Chaston Nursery School registered in 1999. The nursery is situated in the Kentish Town area of the London Borough of Camden. The nursery is open each weekday from 8am to 6pm, for 49 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 15 staff. Of these, two hold qualified teacher status, three hold an early years qualification at level 6, one holds a qualification at level 5, four are qualified at level 4, and five hold a qualification at level 3.

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