

<b>Inspection date</b>	21 March 2018
Previous inspection date	22 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Managers are passionate about continually raising the quality of this outstanding provision. They have high expectations of all children and form effective partnerships with parents and other professionals, to help children achieve all that they can.
- Parents value their excellent relationships with staff and managers. They feel fully included in their children's learning. For example, staff organise regular events, such as parent and key person meetings, and 'stay and play' sessions, where they share ideas to support children's development.
- Managers supervise and guide the staff extremely well, to help them develop their professional skills. Staff speak enthusiastically about the positive impact of training. For example, a recent mathematics project has led to exceptional teaching in this area. Managers plan to introduce a similar initiative to further enhance the excellent provision for literacy.
- The well-qualified staff provide an outstanding range of interesting and stimulating experiences, which capture children's imaginations and help to develop their enthusiasm for learning. For instance, children enjoy regular cookery and woodwork lessons, and enjoy outdoor activities at a nearby 'forest school'. These help them develop important skills and begin to manage risks safely.
- Staff provide a very safe, nurturing environment and develop extremely close relationships with the children. Children demonstrate that they are exceptionally confident and secure. They make choices about their play and seek support or guidance from adults when needed.

## What the setting needs to do to improve further

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

- continue to develop staff practice to enrich the already good support for children's early literacy.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, to assess the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and two of the senior staff team. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers have highly effective systems to evaluate the quality of the provision. They closely monitor the progress of individuals and groups of children, to identify any gaps in learning and check that these are rapidly closing. In addition, there are plans to enrich the teaching for literacy. The sharply focused plans help to maintain an inspirational learning environment. Additional funding is used to cater for children's individual needs and support their excellent progress. For example, drama sessions help to develop children's social and communication skills. Safeguarding is effective. Managers and staff know how to recognise signs that a child may be at risk from harm and how to report any concerns about children's welfare.

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

Teaching is of a consistently high standard. Staff are highly skilled in supporting children's language skills, including where children's progress is not as expected. For example, they provide focused, small-group sessions and use visual aids, such as picture cards and sign language, to help children communicate. Children learn to solve problems and develop their thinking skills. For instance, during a cooking activity, children made decisions about which ingredients they should add to the dough mixture to form the right consistency. Staff encouraged them to try things out for themselves and to share their ideas. Staff use excellent systems to monitor children's progress. They get to know the children extremely well and use their knowledge of children's individual abilities, interests and preferences to plan for their ongoing learning.

### Personal development, behaviour and welfare are outstanding

Staff use consistent, highly effective strategies to teach children about boundaries for behaviour. For example, they help children to understand that their actions affect others and to be mindful of other people's feelings. Children play together harmoniously, and their behaviour is exemplary. Toddlers learn how to share and take turns with resources, and older children develop close friendships with their peers. Staff promote children's understanding of healthy lifestyles exceptionally well. For example, children are taught the importance of brushing their teeth and practise this as part of the daily routine. Meals provided are healthy and balanced, including lots of fresh fruit and vegetables.

### Outcomes for children are outstanding

Children show exceptionally high levels of involvement as they play. They are keen to try things out and show an excellent understanding of cause and effect. For instance, children found that they could create a huge mass of bubbles by blowing into soapy water through a straw. They enjoyed demonstrating their discovery and sharing their knowledge with their friends. Children make excellent progress from their individual starting points. This includes children who receive additional funding, those who have special educational needs (SEN) and/or disabilities and children who speak English as an additional language. They develop a wide range of skills and knowledge, which supports the next stages in their learning, including being ready to start school.

## Setting details

<b>Unique reference number</b>	100599
<b>Local authority</b>	Camden
<b>Inspection number</b>	1126403
<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>	44
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	London Borough of Camden
<b>Registered person unique reference number</b>	RP517467
<b>Date of previous inspection</b>	22 July 2015
<b>Telephone number</b>	0207 974 3721

Konstam Children's Centre registered in 1994. It is open each weekday from 8am until 6pm for 48 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 13 members of staff, 12 of whom hold appropriate early years qualifications. Two senior members of staff hold level 6 qualifications, while other staff are qualified at level 3 or level 4.

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