

# Safari Kid London Clerkenwell

St Clements Hall, Central Street, London, EC1V 8AP



<b>Inspection date</b>	4 April 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 are approachable and establish warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Children make good progress and develop the skills needed for their future learning. Staff help support children's communication skills particularly well, such as encouraging them to sing rhymes to help support their language and sentence formation.
- Staff assess children's ongoing achievements accurately and know their key children well. They make accurate observations of what children can do and plan suitably challenging activities to support their good development.
- The setting's self-evaluation procedures are effective. The manager seeks feedback from others to help her recognise the setting's strengths and areas to develop. She acts on any advice she receives, taking action to improve children's outcomes.

### It is not yet outstanding because:

- At times, activities do not encourage children's, particularly babies', independent exploration of resources and the environment to help enhance their learning opportunities further.
- Staff do not gather enough information from parents about their children's abilities when they first start at the setting.

## What the setting needs to do to improve further

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

- review the organisation of some activities, particularly for babies, to enhance their motivation and involvement to independently explore and extend their learning experiences
- build on the information gathered from parents when children first start about what they already know and can do.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's attendance registers.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff's practice well, such as through regular supervisions. She accurately recognises the setting's strengths and identifies areas of weakness to help her improve children's experiences. She offers good opportunities for staff to develop their skills through training sessions and staff meetings. Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager checks on children's progress effectively to recognise and address any gaps in their learning swiftly.

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

Children play in an inviting, friendly environment with a good range of age-appropriate resources, overall. Children enjoy sensory experiences, including play with foam. Younger children enjoy feeling the different textures while developing control of their hand muscles well. Staff interact with children well and successfully adapt their teaching to meet individual children's needs. For instance, staff use words and songs in children's home languages to help effectively aid their early communication and language skills. Staff work with parents well, generally. For instance, they share information about children's development with them regularly. Furthermore, they involve parents well in children's ongoing learning, such as by sending home books for them to read to help support children's development.

### Personal development, behaviour and welfare are good

Staff implement robust safety procedures, including regular risk assessments, to support children's welfare. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they confidently use balancing apparatus outside and develop good physical skills. Children behave well. Staff are consistent in their approach to managing their behaviour. For instance, they act as good role models and help children to understand what is and is not acceptable. Children are confident and develop their growing self-esteem well. Older children independently select equipment they need and learn to do things for themselves.

### Outcomes for children are good

All children make good progress from their starting points and develop skills that support their next stage of learning, including for school. They develop their social skills well and interact with others confidently. Older children communicate clearly and listen attentively. They enjoy exploring mark-making materials, such as paint and brushes, and learn to use tools with good control. Younger children learn to babble and babies learn to walk confidently.

## Setting details

<b>Unique reference number</b>	EY545557
<b>Local authority</b>	Islington
<b>Inspection number</b>	1133364
<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
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Safari Kid United Kingdom Limited
<b>Registered person unique reference number</b>	RP545556
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 7684 3172

Safari Kid London Clerkenwell registered in 2017. It is located in Finsbury, in the London Borough of Islington. The nursery opens Monday to Friday from 8am until 6pm, for 50 weeks of the year. The provider employs 14 members of staff, 11 of whom hold appropriate early years qualifications at level 3 and above and one member of staff holds a level 2 qualification. The manager holds qualified teacher status. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

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