

# Newpin Family Centre

21 Boldero Place, Gateforth Street, London NW8 8EQ



<b>Inspection date</b>	10 October 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 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

### The provision is good

- The manager and her staff are an experienced, ambitious and friendly team. They are dedicated to providing the very best care and education for all children.
- Children enjoy the wide range of learning opportunities on offer. They are motivated and eager to explore and join in with activities.
- Children's progress and development are regularly shared with parents. Any gaps in their learning are quickly identified and addressed. Strong partnerships with parents and outside professionals ensure that support is accessed swiftly if required.
- Children, including those who speak English as an additional language, make good progress in all areas of learning, relative to their starting points.
- Children enjoy the time they spend in the pre-school. Staff offer plenty of comfort and reassurance, and new children settle quickly.

### It is not yet outstanding because:

- At times, planned activities have too high an expectation of children's skills. Staff do not adapt some activities to allow children to be fully involved in the activity.
- Staff do not consistently receive enough targeted training to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- review and adapt planned activities so they are targeted more precisely to the skills of the children, to enable them to be even more engaged
- sharpen the focus of staff training opportunities to raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed staff's interactions and children at play. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector and the manager observed a planned activity together and discussed their findings.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector talked with staff and children at appropriate times during the inspection.
- The inspector talked with parents and took account of their views.

### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

The manager evaluates the quality of the pre-school effectively. She seeks the views of parents and staff to help identify aspects to develop further. The manager has a good overview of the progress that children make. She effectively monitors staff's practice and provides some feedback to help raise the quality of teaching and learning. Safeguarding is effective. Staff have a secure knowledge of how to identify and respond to any concerns about a child's welfare. They deploy themselves well and implement effective risk assessments to protect children from harm. This helps them to maintain a safe environment for children. The manager follows rigorous recruitment procedures to help ensure that all staff are suitable to work with children. Staff complete a thorough induction, which supports them in their role.

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

Children play confidently in a stimulating, well-organised, interesting environment that helps to support all areas of learning well. Children are keen to explore the resources. For example, they play enthusiastically with the sand tray, finding hidden objects and feeling the sand as it falls through a sieve. They enjoy imaginative experiences, such as pretending to have tea in the role-play area. Overall, staff organise the routine well so that children are engaged in purposeful and interesting activities. Children's language development is well supported. For example, staff play alongside children, comment on what they are doing and teach them new words as they play. They spend time talking and listening to children to help build on their speaking skills. Children enjoy listening to staff reading stories to them.

### Personal development, behaviour and welfare are good

Children feel comfortable and enjoy their time in the pre-school. They settle quickly and build positive bonds with all staff, which supports their emotional well-being. Parents comment on how welcome and well-supported they feel, and say that their children love coming to the pre-school. Staff use information from parents about their children's learning and care needs to support them when they start. Children effectively learn about the rules of the pre-school. Staff are kind, calm and caring. They are good role models and are respectful to one another and the children. All children have good opportunities to develop their physical skills. For example, they enjoy daily outdoor play and music and movement classes. Children learn about other people's similarities and differences in the wider world. For instance, they learn about the traditions of other cultures and festivals.

### Outcomes for children are good

All children acquire the skills that help to prepare them for their future learning. Children develop independence skills. They make choices about the resources they use, and build on their growing interests. Children demonstrate a good knowledge of mathematical vocabulary. They count and correctly identify numbers as they play, and show an interest in making patterns with shapes.

## Setting details

<b>Unique reference number</b>	EY498816
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10076788
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	St. Paul's Newpin Limited
<b>Registered person unique reference number</b>	RP901034
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02077246765

Newpin Family Centre registered in 2016. It is situated in Marylebone, in the London Borough of Westminster. The pre-school is open on Monday to Wednesday from 8.50am until 3pm and on Thursday and Friday from 8.50am until midday, during term time only. There are three members of staff, who all hold an appropriate early years qualification at level 3. The pre-school provides funded early education for two-year-old children.

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