

Spring - Violet Melchett

30 Flood Walk, London, Kensington And Chelsea SW3 5RR



Inspection date	30 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- This is a strong provision. The manager is a very experienced leader and manages her well-qualified staff effectively. She understands her role and responsibilities well.
- The manager and staff make good efforts to keep parents informed about their children's care and learning. Parents interviewed during the inspection report that they are happy with the service that they and their children receive.
- Staff observe and assess children's progress effectively. They plan interesting activities and provide children with targeted support to help close the gaps in their learning.
- Children, including those who speak English as an additional language, make good progress. For example, they gain strong speaking and listening skills.
- The effective key-person system enables staff to build close relationships with the children. Children show that they feel safe and emotionally secure.
- Staff follow policies and procedures well to help keep children safe. For instance, they maintain an accurate record of children's attendance and monitor the use of mobile phones within the setting. Staff supervise children appropriately.

It is not yet outstanding because:

- Sometimes, staff are too quick to find solutions and answer questions for the children. This does not fully extend children's learning.
- Staff do not consistently make the best use of opportunities to help develop children's independence skills.

What the setting needs to do to improve further

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

- increase ways of challenging children even further to think, respond and solve problems for themselves
- support staff in making more effective use of opportunities to help children develop their independence skills further.

Inspection activities

- The inspector had a tour of the premises, inside and outside, observing the children at play and their interactions with the staff to assess the impact on children's learning.
- The inspector looked at evidence of the suitability of staff working with children. She also looked at a range of policies and procedures, including staff's first-aid certificates.
- The inspector completed a joint observation with the nursery manager and discussed staff's practice with her.
- The inspector spoke with parents and read written feedback from them.
- The inspector interviewed staff and interacted with children at appropriate times during the inspection.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of child protection. They know the signs that might indicate a child is at risk of harm and how to report any concerns to protect their welfare. All staff have completed relevant first-aid training and know how to respond to emergencies quickly. The manager follows rigorous recruitment procedures to help check staff's suitability to work with children. She offers staff regular supervision, meetings and training to help improve their work performance. The manager involves other professionals and parents to help her evaluate the quality of the provision. She uses the information gained to make positive changes that benefit children and their families. For example, the manager has led the introduction of a new system that enables staff to observe and monitor children's progress more accurately.

Quality of teaching, learning and assessment is good

Following training, staff have reviewed the daily routines to enhance learning experiences for the children. This has helped children engage with one another more and develop confidence in speaking. Children of all ages enjoy listening to stories and singing familiar nursery songs, which supports their language skills effectively. Staff skilfully build on children's interests, which keeps them motivated to learn. For example, when they observe that babies enjoy sensory play, they provide a variety of activities, such as water play. Children are delighted to 'have a go' and have lots of fun as they splash water and make bubbles. Toddlers show good levels of concentration and enjoyment as they experiment with dough using a variety of tools. Staff support pre-school children just as effectively, for example, during activities and spontaneous play.

Personal development, behaviour and welfare are good

Staff create learning environments that are positive and inclusive. Children benefit from learning about different cultural and religious festivals that help them to appreciate and respect each other's individuality. Children are active and motivated to learn. They enjoy testing and developing their small- and large-muscle skills. For example, older children confidently climb, slide and balance on wooden planks while playing in the garden. Staff follow appropriate care practices to help support children's good health and minimise the spread of infection. They ensure that the correct ratio requirements are maintained at all times, to aid children's physical and emotional well-being.

Outcomes for children are good

Overall, children, including those with identified needs, learn many skills that help prepare them well for the next stage in their learning. For example, babies develop their sense of curiosity as they pour and mix paints with their hands. Pre-school children gain early mathematical and literacy skills in readiness for school. They enjoy counting, drawing and writing for a purpose. Children practise good behaviour. For instance, pre-school children tell their peers 'sharing is caring' and invite others to join in their play. All children play well together and show respect for each other.

Setting details

Unique reference number	EY541113
Local authority	Kensington and Chelsea
Inspection number	10082252
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	42
Number of children on roll	53
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	02073526933

Spring - Violet Melchett registered in 2017. The setting is located in the London Borough of Kensington and Chelsea. It is open from 8am until 5.45pm from Monday to Friday, for 51 weeks of the year. There are 11 members of staff including the manager, who holds an early years qualification at level 8. The remaining staff members hold relevant early years qualifications from level 3 to level 7. The setting receives funding to provide free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

