

The Minors Nursery School



Lower Floor, 10 Pembridge Square, London W2 4ED

Inspection date	12 November 2018
Previous inspection date	9 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

The provision is outstanding

- Children are extremely confident, curious and have a thirst for learning. They make mature choices and behave impeccably. They form close relationships with one another.
- Leaders are dedicated and highly passionate about continuous improvement at the nursery. They work tirelessly to provide high-quality care and early education.
- Relationships with parents are outstanding. Staff maintain highly effective communication with them, to support excellent consistency of care. Parents speak extremely highly of the staff and the ethos of the nursery. For example, parents comment on the holistic approach which carefully balances nurture and challenge for children.
- Children gain a true sense of belonging at the nursery and can vocalise their preferences. They are supported to become independent and capable learners.
- Staff support children's literacy skills exceptionally well and older children make rapid progress in their reading and writing. For example, some children in the pre-school age group are able to read simple words and form recognisable letters from a young age. All children are exceptionally well prepared for their next stages of learning or their move to school.
- Staff have opportunities to access to high-quality training and leaders value the importance of upskilling their committed and well-established staff team. Staff have regular coaching sessions which ensure their teaching is at a high level.
- Partnerships with other professionals are seamless. Leaders support children as they transition to other schools and provide continuity of care. For example, leaders ensure that destination schools are invited into the setting to get to know children before they move on.

What the setting needs to do to improve further

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

- strengthen further newly implemented systems for assessment, to ensure that children continue to make rapid progress in their learning.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outside.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as evidence of the suitability of staff, and the setting's safeguarding procedures.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector spoke to parents to gain their views and experiences of the setting.

Inspector
Shana Laffy

Inspection findings

Effectiveness of leadership and management is outstanding

The highly effective leadership team has a strong vision for the nursery and extremely high aspirations for the children who attend. Leaders regularly reflect on the quality of their service and take every opportunity to seek the feedback of others. They have correctly identified that new systems for tracking children's progress are in their infancy. They are in the process of reviewing the impact of these systems, on the already excellent outcomes for children. Arrangements for safeguarding are effective. Children's welfare is at the heart of nursery life. All staff have a highly confident and well-informed understanding of how to keep children safe.

Quality of teaching, learning and assessment is outstanding

Staff differentiate their teaching extremely well and are able to challenge and motivate children to learn through play. They provide a wide selection of vibrant and expertly planned activities across the curriculum, which engages children of all ages. Staff skilfully interact with children of all ages and ask well-timed and relevant questions which help children to reflect on their ideas. They know their key children remarkably well and talk about the progress they have made with passion. Staff model language clearly for children, who develop a broad vocabulary to reflect their experiences. Staff support children's creativity exceptionally well and provide exciting role-play opportunities. For example, children style each other's hair and book appointments in their pretend hairdresser's salon. Overall, staff make detailed and insightful assessments of children's skills and support children's next steps in learning in collaboration with parents.

Personal development, behaviour and welfare are outstanding

Children flourish in this child-centred, welcoming and nurturing environment. The key-person system works remarkably well and children show they feel safe and secure with staff, who are highly attuned to their individual needs. Staff skilfully teach children about their emotions and give them vocabulary to describe how they feel. For example, children enjoy taking part in daily yoga and relaxation sessions, during which they are keen to describe their mood that day. Staff take every opportunity to teach children about how to keep safe and look after their environment. For example, when returning from outside play, children talk through how to move down the stairs safely and understand why this is important. Provision for children speaking more than one language is now expertly tailored to children's needs. Staff use inventive strategies, to ensure they support children's understanding of the daily routine.

Outcomes for children are outstanding

All children show high levels of involvement in their play. They are fascinated by the world around them and notice features of the natural world. For example, younger children collect and paint leaves that they have found outside. Older children demonstrate impressive levels of concentration as they collaborate to build intricate structures with blocks. Children show their excellent skills in mathematics and use their early calculation skills to solve simple number tasks. They use problem-solving language and adapt their ideas. All children make excellent progress in their learning and show they are able to express their ideas from a young age.

Setting details

Unique reference number	EY295790
Local authority	Kensington and Chelsea
Inspection number	10071603
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	50
Number of children on roll	80
Name of registered person	Alpha Plus Group Limited
Registered person unique reference number	RP531202
Date of previous inspection	9 November 2015
Telephone number	020 7727 7253(Mob) 077 6967 8775

The Minors Nursery School registered in 2004. The nursery is located in the Royal Borough of Kensington and Chelsea. This setting is open Monday to Friday, during term time only. It opens from 8.50am to midday and from 12.50pm to 4pm. Children attend either morning or afternoon sessions. There are 12 members of staff, including the headteacher, most of whom hold early years qualifications. One member of staff has achieved early years professional status and one member of staff has achieved qualified teacher status.

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