

# London School of Economics Day Nursery

8A, Wild Street, LONDON WC2B 5TB



## Inspection date

4 December 2018

Previous inspection date

3 June 2016

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

### This provision is good

- The manager leads the setting well. She consistently evaluates the quality of her provision, setting challenging and realistic targets for improvement. All staff, parents and children are involved in this evaluation process and have many opportunities to share ideas and feedback.
- Children are extremely happy and secure in the setting. Staff are excellent role models and create a calm, nurturing and respectful environment.
- Partnerships with parents are strong and there is a regular two-way flow of information. Parents are kept up to date with the progress their child is making and feel very much involved in this process.
- The atmosphere is welcoming and calm. Staff provide a wide range of stimulating activities that promotes children's learning. Children's independence is actively encouraged and supported throughout the setting.
- Children are making good progress in all areas of learning. The pre-school children are provided with a range of activities to prepare them for school. Staff are confident in preparing children for this transition.
- Although children's progress is effectively tracked by staff and they know where children are in their learning, not all staff are fully confident in using the current system to identify any possible gaps in the children's learning and development.

## What the setting needs to do to improve further

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

- embed further the system for tracking and monitoring children's development and progress so that all staff are confident to identify, swiftly and precisely, any possible gaps in their learning.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke with parents and took into account their views.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have an extremely good understanding of the different ways in which they need to keep children safe. They know what steps to take if they have a possible concern about a child's welfare, and they know whom they should contact in these circumstances. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding is always up to date. There are clear recruitment and vetting procedures in place to check staff suitability to work with children, and the thorough induction programme enables new staff to be fully supported. The manager monitors staff performance extremely well. For example, she regularly observes staff practice and has supervisory meetings with them to discuss and create plans to enhance their in-depth knowledge further. Parents speak highly of the nursery, commenting on the 'nurturing' staff and the sense of community throughout the nursery.

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

Qualified and enthusiastic staff teach children well. They support children of different abilities to develop their communication and language skills through a range of different activities. For example, babies use musical instruments to accompany the 'good morning' song, so that the children who are not yet talking can participate in this activity. Staff have an extremely good knowledge and understanding of how to promote the learning and development of the children in their care. They consistently plan activities around the children's interests and individual needs. For example, staff observed that the children show a keen interest in opera music during their regular visits to Covent Garden, so they now play an opera compact disc for children to listen to throughout the whole nursery.

### Personal development, behaviour and welfare are good

Children are incredibly happy and behave very well. They have developed strong attachments with the staff, and are secure and settled in their environment. Staff are extremely nurturing towards the children, offering them a great deal of affection and care. Children regularly lean in for a cuddle, which staff are always ready to give. They encourage children to become independent learners and to be a part of the decision-making process within the nursery. For example, children play a significant role in deciding where the daily outings will take place. Children take great pride in doing things for themselves, such as serving their lunch and carrying the first-aid bag during outings.

### Outcomes for children are good

Children are highly motivated and eager to join in. They make good progress and are extremely well prepared for school. Children who speak English as an additional language are given a tremendous amount of support with their language and communication development and learn new words quickly.

## Setting details

<b>Unique reference number</b>	EY337931
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10073720
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	The London School of Economics & Political Science
<b>Registered person unique reference number</b>	RP906224
<b>Date of previous inspection</b>	3 June 2016
<b>Telephone number</b>	0207 1075966

London School of Economics Day Nursery registered in 2006. It is situated in central London in the City of Westminster. The nursery is open each weekday from 8.45am to 6.15pm for 50 weeks of the year. The provider receives funding for the provision of free early education to children aged three and four years. The provider employs 19 members of staff. Of these, four hold appropriate early years qualifications at level 6 and 13 at level 3.

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.

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