

Inspection date	10 December 2018
Previous inspection date	30 March 2016

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

This provision is outstanding

- The management team is extremely ambitious. It has a very clear vision for improvement and continually looks for ways to make the provision even better.
- Managers monitor staff practice exceptionally well. They observe staff regularly and encourage them to observe each other. They plan structured professional development opportunities for the whole team. This is helping to raise the quality of the highly effective teaching even further.
- Monitoring and tracking of children's progress are exceptional. For example, each key person analyses the progress of their individual children. They report any gaps in children's learning to managers. Managers track all children each term and promptly address any areas of concern by providing training, supporting staff and seeking funding to help to provide highly effective interventions. Outcomes for children are excellent. All children make rapid and consistent progress from their starting points.
- Parent partnerships are exemplary. For instance, key people complete home visits for new children. They meet parents and find out about support already in place for children and families. They talk to parents about what children know and can do in relation to their age. They complete starting points together. Staff identify children and families who need support swiftly. They liaise with appropriate professionals and put interventions in place for when children begin at nursery. This helps children to make the best possible progress.
- Staff create a highly stimulating environment for children. They provide a wealth of rich, varied and imaginative learning experiences for children. The quality of teaching is outstanding. Staff match planning precisely to children's individual needs.
- Staff teach children self-care skills exceptionally well. For example, children look in the mirror and staff teach them how to wipe their noses at nose-wiping stations in each room. Staff show children how to hold a toothbrush and how to brush their teeth. This is helping children to learn strong self-care skills.

What the setting needs to do to improve further

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

- continue to implement, monitor and evaluate plans to further improve children's progress in mathematics.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff interactions with children during activities indoors and outdoors.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the management team and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, policies and evidence of the suitability of staff working in the nursery.
- The inspector talked with parents and children. She listened to their views about the nursery.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is outstanding

The leadership and management team reflects on its practice exceptionally well. For example, it involves staff in the creation, implementation and review of the nursery improvement plan. They precisely evaluate their service and seek the views of parents through their parents' forum. The manager evaluates staff practice meticulously and accurately. She implements a cycle of staff supervision meetings, which are rigorous and focus on improving staff performance. Managers support staff extremely well. For instance, they use staff meetings, visits to other settings and peer observations effectively to help staff further develop their skills. Managers analyse the progress of different groups of children and use this information to close any gaps in children's learning. For example, they recognise that children are making less progress in mathematics, so they are implementing a programme of professional development to refine teaching skills in this area. This is beginning to have an impact on children's progress in shape, space and measures. Safeguarding is effective. Staff consistently implement a robust range of policies and procedures to promote children's safety.

Quality of teaching, learning and assessment is outstanding

Staff provide a rich and varied curriculum. They plan meticulously and adapt learning opportunities to reflect the children's current learning needs and interests. For instance, children enjoy using their new planting and growing area. Staff teach them where fruit and vegetables come from and help them learn what plants need to grow. Staff demonstrate to children how to chop and peel vegetables to make their own soup in the mud kitchen. Children smile as they smell citrus fruits and feel the texture of vegetables in their hands. Staff provide exceptional opportunities for parents to help them support their children's learning. For example, they run a book exchange and operate a parent champion system. Key people also accompany parents to the local library. They show parents how to use the library and help them to register. Parents now enjoy visiting the library with their children. Parents say that they feel very well supported.

Personal development, behaviour and welfare are outstanding

Staff plan transitions for individual children meticulously. For instance, following home visits they plan settling-in visits for parents and children to help them become familiar with the nursery environment and their key person. This supports children's emotional development exceptionally well. Staff are strong role models for children. They teach them how to interact with their friends. For example, staff use the 'kindness cat' puppet to teach children how they can be kind to others. Children are very well behaved.

Outcomes for children are outstanding

All children, including those in receipt of additional funding, make superb progress in their learning and development. They develop the attitudes, skills and dispositions needed to support the next steps in their learning exceptionally well. Children develop impressive independence skills as they help prepare their snacks, learn to brush their teeth and wipe their noses. They learn to take turns with their friends and share toys and equipment. Children develop their physical skills as they balance along planks and jump to the floor. Older children make letter shapes and write their own names.

Setting details

Unique reference number	100570
Local authority	Camden
Inspection number	10072231
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	42
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Date of previous inspection	30 March 2016
Telephone number	020 7974 2841

Hampden Nursery registered in 1994. The nursery employs 17 members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status and one with an early years degree. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years.

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