

Spring - Cheyne

10 THORNDIKE CLOSE, LONDON SW10 0ST



Inspection date	13 December 2018
Previous inspection date	10 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leadership is strong. The dedicated manager has made effective changes since the last inspection. The manager now receives regular support. She effectively monitors staff practice through regular supervision and observation. Improved processes for risk assessment help enable staff to identify and remove any risks to children.
- Staff work effectively with parents. They regularly share information to provide good continuity in children's care and learning. Parents are complimentary about the nursery and the support their children receive.
- Children play in a welcoming and friendly environment. They form strong bonds with staff, behave well and show a strong sense of belonging in the nursery.
- The manager demonstrates a strong commitment to making ongoing improvements. She takes account of the views of staff, children, parents and advisers to identify strengths and areas for further development.
- Staff do not always take every opportunity to extend opportunities outdoors for children who enjoy outdoor learning.
- Although staff find out about other languages that children speak at home, they do not always make the most of opportunities for children to use and celebrate their home languages in the nursery.

What the setting needs to do to improve further

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

- increase opportunities for outdoor learning, to enhance opportunities for children who enjoy outdoor learning
- consider ways to work further with parents to increase opportunities for children who speak English as an additional language to hear and use their home languages in the nursery.

Inspection activities

- The inspector observed staff teaching practices and children's learning experiences, indoors and outdoors.
- The inspector completed joint observations with the manager.
- The inspector held discussions with the manager. She viewed documentation, including evidence of suitability of staff and self-evaluation.
- The inspector spoke to staff, parents and children as part of the inspection and took account of their views.

Inspector

Deborah Orchard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed safeguarding training. They have a secure knowledge and understanding of child protection procedures and know what to do if they have a concern about a child. The required documentation is maintained to protect children's welfare, including important records. The manager supports staff development well. For example, she has introduced system for staff to assess each other's practice. Staff effectively implement changes from recent training. For instance, they have improved systems for monitoring children's progress and communication with parents, since becoming familiar with the new electronic system. Staff work with other agencies to support children with special educational needs and/or disabilities (SEND).

Quality of teaching, learning and assessment is good

Children develop their creative ideas. They enjoy making party hats, using glue and collage materials. Staff support children's communication and language skills effectively. For example, during a craft activity they introduced new words, such as 'shiny' and 'sparkle'. Staff encourage children to solve problems and master new skills. For instance, when children ask for help to open jars of sequins, staff explain how to twist the lid and encourage them to try for themselves. Staff engage well in children's learning. They respond quickly to their interest in technology. Children thoroughly enjoy using the keyboard and excitedly look at their photos on a electronic tablet.

Personal development, behaviour and welfare are good

Staff effectively help children to learn about healthy lifestyles. Children have daily opportunities for physical exercise. For example, they develop their coordination as they use large apparatus. They join in with counting during action songs in the garden and squeal with delight as staff try to catch them. Babies are encouraged to crawl and explore. Children behave well and enjoy socialising during mealtimes, and they try a variety of healthy food during their Christmas lunch. They quickly develop independence. For example, they pour their own drinks and select fruit.

Outcomes for children are good

All children, including children with SEND, make good progress in their learning and development in relation to their starting points. Children are happy and motivated to learn. They engage well and show good levels of concentration during activities. Babies are confident to explore the toys. Pre-school children are able to identify letters in their names. Children learn important skills in readiness for their next stages in learning, including their eventual move to school.

Setting details

Unique reference number	EY541114
Local authority	Kensington and Chelsea
Inspection number	10085128
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	63
Number of children on roll	36
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	10 July 2018
Telephone number	020 7349 1650

Spring - Cheyne registered in 2017 and is located in the Royal Borough of Kensington and Chelsea. The nursery is open Monday to Friday from 8am until 5.45pm, for 51 weeks of the year. The nursery receives funding to provide free early education for two-, three- and four-year-old children. There are 11 members of staff, two of whom hold early years qualifications at level 6 and one at level 4. A further six staff hold relevant early years qualifications at level 3.

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