

# Chaston Nursery School

Chaston Nursery & Pre Preparatory School, Chaston Place, London NW5 4JH



<b>Inspection date</b>	20 February 2019
Previous inspection date	2 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Staff know children well. They make effective use of what they know about individual children to plan for what children need to learn next. This helps to motivate children to play and explore.
- The manager and staff are highly qualified and have a wealth of experience. This helps to ensure that children of all ages receive many opportunities to make good progress from their starting points.
- Children develop strong emotional bonds with their key person and all members of staff. They are given lots of reassurance to help them settle in to their subsequent units, when they are ready.
- Staff effectively plan daily routines for children. For example, staff use lunchtime as an excellent opportunity for children to sit together and develop social and self-care skills. Staff subtly introduce concepts of healthy eating as they invite children to try different fruit, such as melon.
- Staff identify children whose achievements are below what is typical for their age. They work very well with parents to help to support these children. This helps to ensure that children with special educational needs and/or disabilities make good progress, as per their abilities.
- Staff have developed trusting relationships with parents. Staff and parents have daily conversations to provide a consistent approach in supporting children's care and learning.
- Occasionally, staff do not adjust teaching quickly during planned activities to make the best of opportunities to challenge the most able children.
- The manager has not fully strengthened their partnerships with other professionals to ensure children fully benefit from continuous support for their needs.

## What the setting needs to do to improve further

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

- adapt planned experiences consistently to boost their already good learning
- enhance the existing procedures for working in partnership with other professionals to provide the best possible support for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this had on children's learning.
- The inspector spoke with staff and children at intervals during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views and responses in parental questionnaires.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provision manager and her deputy. She looked at children's records, planning documentation, policies and evidence of the suitability of staff.

### Inspector

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## Inspection findings

### Effectiveness of leadership and management is good

Staff demonstrate a relevant understanding of safeguarding and child protection issues. They have regular meetings on how to identify and report concerns to protect children from harm. Safeguarding is effective. Staff use daily procedures, including risk assessment, to keep children safe. Managers implement effective procedures to verify the ongoing suitability of staff. The well-qualified staff benefit from ongoing supervision and training opportunities that help to build on their existing skills. All staff regularly track the progress of the groups of children. Leaders work astutely with other settings to provide continuity for children. Managers review the successful implementation of individual plans and monitor the daily unit activities.

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

The quality of teaching is good. Children are well motivated and enthused as they use their senses and develop vocabulary. For example, the older children explore the taste and texture of orange jelly with delight. The younger children investigate the smell of herbs and vegetables in the mud kitchen outside. Staff regularly assess children's individual achievements to plan weekly for their development and help close gaps in their learning. For instance, all children increase their language and literacy skills through activities. For example, babies taste lemons and older children enjoy making tomato soup. Staff share information with parents each month about their theme and learning intentions. They give suggestions of how parents can support children's learning at home. Children's progress is shared consistently through portfolios and meetings. Staff respond well to children's emerging interests, such as using animal story books, songs and puppet shows.

### Personal development, behaviour and welfare are good

Older children discuss fire drills and safer handling of resources. They share with each other in small groups. Children challenge their physical skills as they practise rolling and balancing and tackle an obstacle course once a week. Children of all ages are confident and very independent in their self-care. They help each other, for example removing equipment for others. Children benefit from regular outings that allow them to learn more about the world around them. For example, babies go to the local library and older children visit the zoo. Children have good opportunities to develop an understanding of different cultures, with celebrations such as international day. The multi-lingual staff value the diversity of children's home languages. Parents also value the rapid acquisition of English by their children. Staff provide children with freshly prepared meals that adhere to individual dietary requirements.

### Outcomes for children are good

Children are well prepared for the next stage of their education, with excellent procedures for transition to school. Children of all ages and abilities are encouraged to be creative. For example, babies choose books to share with their soft toys and toddlers learn about sizes when using different vegetables. Older children gain a secure understanding of mathematics and literacy. For instance, children learn about rhyming words from a book and identify numbers in a bingo game.

## Setting details

<b>Unique reference number</b>	100611
<b>Local authority</b>	Camden
<b>Inspection number</b>	10080460
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Chaston Nursery and Pre-Preparatory School Limited
<b>Registered person unique reference number</b>	RP517473
<b>Date of previous inspection</b>	2 February 2018
<b>Telephone number</b>	020 7482 0701/02

Chaston Nursery School registered in 1999 and is situated in Kentish Town in the London Borough of Camden. The nursery is open each weekday from 8am to 6pm, for 49 weeks of the year. It receives funding for the provision of free early education for three- and four-year-old children. The nursery employs 14 staff. Of these, two hold qualified teacher status, three hold an early years qualification at level 6, three are qualified at level 4, three are qualified at level 3, and two hold a qualification at level 2.

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