

Spring - St. Quintins

90 HIGHLEVER ROAD, LONDON W10 6PN



Inspection date	1 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children make good progress, and staff provide a well-organised environment that allows children to make independent choices in their play.
- Parents are happy with the service provided and say they are confident to leave their children with the experienced and caring staff.
- The manager and staff work well together and with parents and outside professionals, such as speech and language therapists, to meet children's individual needs.
- The highly effective key-person system enables children to settle quickly. Children show that they feel safe, for example, when they happily wave goodbye to their parents.
- Children's behaviour is good. Staff quickly recognise and praise good behaviour. They promote good manners and consistently teach children to follow the nursery rules, such as taking good care of resources.
- Mathematics is promoted well. For example, staff encourage children to measure and count blocks to build an enclosure that is the right size for their farm animals.
- At times, staff do not organise routines well enough to ensure that children do not become restless while waiting, for example, during lunchtime.
- As children move to other nursery rooms, the transition arrangements are not managed consistently well. Sometimes, staff are not fully aware of children's precise learning needs from the outset.

What the setting needs to do to improve further

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

- organise routines to ensure that children do not wait longer than necessary
- improve transitions when children move on to other nursery rooms so that staff are clear about children's learning and development from the outset.

Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector sampled documentation, including children's records, policies and procedures.

Inspector

Louise Drewett

Inspection findings

Effectiveness of leadership and management is good

The manager has a clear vision to improve the setting and takes into account feedback from children, staff and parents. She has recently started work to enhance the outdoor environment to extend opportunities for children who prefer to play outdoors. Safeguarding is effective. The manager and staff understand their responsibilities to keep children safe and they know how to report concerns to protect the welfare of a child. The manager provides ongoing support for staff through the use of regular supervision meetings. She is currently introducing peer observations. This helps her to identify areas of practice for development to strengthen teaching. Robust procedures for recruitment contribute to ensuring that all those working with children are suitable.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good understanding of how children learn. They use their knowledge to identify children who would benefit from additional support in order to help them make more-rapid progress. Staff provide all children with interesting and exciting activities that engage them in their learning. For example, children in the pre-school observe the changes that occur as ice melts in the pretend Arctic landscape. Staff regularly observe children and use the information from this to plan relevant and challenging next steps. Staff join in with children's play and take every possible opportunity to extend their learning. For example, staff support children in learning the different sounds that animals make and introduce real-life foods to 'feed' the toy animals. Babies learn new words when staff read their favourite stories to them. Parents are involved in their children's learning and receive regular updates in relation to their children's progress.

Personal development, behaviour and welfare are good

Staff provide a warm and nurturing environment for all children. Children are happy, settled and enjoy their time at the nursery. Staff act as good role models and set high expectations for children's behaviour. As a result, they learn to share, take turns and respect one another. Staff support children's independence well. For example, they are encouraged to cut their fruit during snack time and clear their own plates after meals. Staff talk to them about the importance of healthy eating. This helps children to learn about healthy lifestyles. All children enjoy regular outdoor play. This has a positive impact on their health and well-being. Children have many opportunities to develop their physical skills. Staff encourage them to practise different ways to move around, for example they bounce around on large inflatable balls and hop in and out of tyres.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities make good progress from their starting points. They are well prepared for the next stage in their learning, including transition to school. Older children learn to recognise and write their names during self-registration. Babies develop their physical skills as they confidently navigate the indoor climbing frame. All children are motivated to learn.

Setting details

Unique reference number	EY541112
Local authority	Kensington and Chelsea
Inspection number	10089631
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	47
Number of children on roll	71
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	Not applicable
Telephone number	0208 964 2434

Spring - St Quintins re-registered in 2016. It is based in the Ladbroke Grove area of the Royal Borough of Kensington and Chelsea, London. The setting is open Monday to Friday, from 8am to 5.45pm, all year round. The setting receives funding for free early years education for children age two, three and four years. There are 14 permanent members of staff and all hold recognised childcare qualifications at level 3 or above.

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