

Pop Up At Venture Centre

Venture Community Association, 103a Wornington Rd, London W10 5YB

Inspection date	6 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

- The manager and staff support children with special educational needs and/or disabilities (SEND) extremely well. They work very closely with other professionals and use a range of strategies to help children make progress. For example, they use visual prompts to support children in understanding the daily routines.
- Staff get to know the children well and form close and caring bonds with them. Children demonstrate that they feel secure within the nursery. They are happy as they arrive and settle quickly to play. Children are confident to approach staff for help or reassurance.
- Children excitedly explore resources indoors and outdoors. They have good opportunities to be physically active outdoors, where they enjoy plenty of fresh air and exercise.
- Staff manage children's behaviour very well. They use their knowledge and experience to implement appropriate rules. They take account of the ages and understanding of the children and teach children to play nicely and be kind to others. Children respond well when staff reinforce good behaviour with praise.
- Children make good progress. Staff plan a range of interesting and challenging learning experiences that build further on what children know and can do already.
- The manager has reviewed all children's individual assessments and worked closely with staff to ensure assessments of children's development are accurate.
- Staff do not always plan the environment meticulously enough to ensure that children have enough time and space to continue with their activities without interruption.
- Sometimes, staff miss opportunities to challenge children to develop their mathematical skills and knowledge.

What the setting needs to do to improve further

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

- organise the environment more effectively to help children to engage in their learning without interruption
- provide opportunities for children to extend their mathematical skills and knowledge even further.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and the impact this has on children's learning.
- The inspector spoke with the manager, children, parents and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed documents, including children's learning records, evidence of staff suitability and professional development, records relating to children's safety and health, policies and procedures.

Inspector

Louise Drewett

Inspection findings

Effectiveness of leadership and management is good

The manager rigorously monitors the progress children are making. This helps her to identify gaps in their learning, and children swiftly receive the individual support they need. Safeguarding is effective. Staff have a good understanding of how to keep children safe. They know the procedures to follow if they have a concern about a child's well-being. Staff benefit from regular supervision meetings. The manager uses these opportunities to identify relevant areas of professional development for the staff team. The staff are well supported to develop their ongoing skills and knowledge through regular training opportunities. The manager reflects well on all aspects of the provision and takes into account the views of staff, children and parents. Following recent feedback, she has enhanced mark-making opportunities for children.

Quality of teaching, learning and assessment is good

The experienced and qualified staff use their skills to provide children with a safe and stimulating environment. They get to know children well when they first join. For example, they collect information from parents about what their children can do, and the areas of development that require support. Staff make accurate assessments of children's learning and plan activities that they know children will enjoy. They provide activities to promote children's early writing skills. For example, staff provided a range of mark-making materials, such as pencils and crayons, and encouraged children to draw features on a dinosaur. Children were eager to show visitors and other children the marks they had made. Children access a variety of sensory experiences. For example, they add water and glitter to cornflour and discuss how it feels, using words such as 'slimy' and 'smooth'. They practise their coordination skills as they pour and sieve sand and are fascinated when it filters through the holes and makes patterns at the bottom of the tray.

Personal development, behaviour and welfare are good

Staff are good role models and have high expectations for children's behaviour. Children say 'please' and 'thank you' without being reminded. They show high levels of independence and are keen to do things for themselves, such as pouring their own drinks and managing their own toileting needs. Children develop their social skills well. They are encouraged to listen, share and to take turns. For example, as they play with cornflour they eagerly wait for their turn to add ingredients to the mixture. Staff introduce children to celebrations and make these more meaningful when, for example, the children made pancakes for Shrove Tuesday.

Outcomes for children are good

All children, including those with SEND, make good progress from their starting points. Staff help them develop skills to prepare them well for school. For example, children practise dressing and undressing, write their names and count as part of daily activities. They take part in small- and large-group activities and learn the daily routines. For example, they know that when the bell rings it is time to tidy up. Children are beginning to solve problems. They worked hard to make a track for their cars and worked out where all the pieces should go.

Setting details

Unique reference number	EY538125
Local authority	Kensington and Chelsea
Inspection number	10089687
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	16
Name of registered person	Westway Trust
Registered person unique reference number	RP538123
Date of previous inspection	Not applicable
Telephone number	07741248301

Pop Up At Venture Centre registered in 2016 and operates from two rooms within a community centre. The nursery employs five members of childcare staff, all of whom hold relevant childcare qualifications. The nursery is open during term time from 9am until 3pm, Monday to Friday. The nursery receives funding to provide free early education for two- and three-year-old children.

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