

# Chaston Nursery School

30-31 Palmerston Road, London NW6 2JL



<b>Inspection date</b>	18 March 2019
Previous inspection date	9 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Assessments of children's learning are not effective enough. Some staff do not understand how to make quality observations. They do not regularly use observations to accurately assess children's individual learning needs.
- The provider does not monitor the quality of teaching effectively. She has not identified potential areas of development to support staff to improve their skills. As a result, children's progress is not consistently good.
- Staff do not focus closely enough on the planning of activities beforehand to ensure that they are well prepared. This means that some activities do not maximise learning opportunities for all children.
- Occasionally, children move around the rooms when they are still eating. This does not ensure children's overall safety. At times, some staff do not support children to fully develop a good understanding of healthy lifestyles.

### It has the following strengths

- The management team has worked hard to make the most of the improvements identified at the last inspection. Recruitment procedures are robust to ensure all staff are suitable to work with children.
- Children are confident to separate from their parents and carers when they arrive. Staff interact with children in a kind and caring manner. They show genuine care and concern for the children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that ongoing observation and assessment are accurate and consistently used to inform the planning of activities that sharply focus on individual children's learning needs	01/05/2019
provide effective supervision, coaching and training that improve staff's skills and knowledge.	01/05/2019

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

- ensure hygiene and safety routines are consistently effective to support children's understanding of good health and safety
- review planning processes to ensure staff make the best possible use of opportunities and promote purposeful learning intentions with the activities provided.

### Inspection activities

- The inspector spent time observing children in the nursery rooms and garden.
- The inspector sampled documentation, including children's records and staff suitability checks.
- The inspector held discussions with the provider, deputy manager and staff.
- The inspector spoke to parents to gain their views on the nursery.
- The inspector completed a joint observation with the provider.

**Inspector**  
Jenny Devine

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have completed safeguarding training to ensure they fully understand the procedures to follow if they were concerned about a child's welfare. The management team has a positive attitude to continuous improvement and has an action plan in place. The provider meets regularly with staff to discuss their practice. However, she does not identify key areas for individual staff's development to help raise the quality of teaching to a consistently good level. The provider has begun to work closely with her other nursery provision. She has encouraged staff at both settings to work closely together and they are receptive and eager to learn. Although in its infancy, staff at this setting are benefiting from the support and guidance on how to observe and assess children.

### Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, they do not have a strong understanding of how to assess children's progress regularly and accurately enough. Consequently, planning for individual children's learning is inconsistent. Children in the pre-school room enjoy making choices from the resources available. However, there is limited planning completed to target areas of development for each child. Some staff attempt to teach children phonic sounds. However, they lack knowledge of how to teach this correctly. Staff in the toddler and baby rooms do not focus on the planning of activities beforehand to ensure that they are well prepared. For example, children enjoyed exploring a sensory cornflour activity but as water was added the floor became slippery. As staff did not provide children with protective clothes, such as aprons, children's clothes became wet. This had an adverse impact on teaching as staff had to attend to the spills to prevent accidents, and change children's clothes. Staff have a suitable awareness of children who may need some additional help and work in partnership with parents and other agencies to support them.

### Personal development, behaviour and welfare require improvement

Weaknesses identified in leadership and management and the quality of teaching have an impact on how well children achieve. Despite this, children are happy, settled and their behaviour is good. Children enjoy the outdoors and show good engagement in this well-resourced space. They help to plant seeds and learn how to care for the plants. Staff do not always promote children's good health consistently. For instance, handwashing with toddlers is rushed and staff forget to give the children soap to use. This does not support children to learn the importance of good hygiene. Overall, parents share positive comments about the nursery.

### Outcomes for children require improvement

Children generally reach typical levels of development for their age and gain the necessary skills for their move on to school. However, they do not make the best possible progress due to inconsistent teaching. Overall, staff support children's communication and language well. There is a strong emphasis on supporting children to enjoy books. Many children choose to listen to stories or look at the wide selection of good-quality books during the day.

## Setting details

<b>Unique reference number</b>	100543
<b>Local authority</b>	Camden
<b>Inspection number</b>	10083718
<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>	48
<b>Number of children on roll</b>	38
<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>	9 October 2018
<b>Telephone number</b>	020 7372 2120

Chaston Nursery registered in 1996. It is located in the London Borough of Camden. The nursery opens Monday to Friday, from 8am to 6pm, term time only. The provider employs 10 members of staff; of these, nine staff hold appropriate early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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