

Inspection of Spring - Clare Gardens

349 WESTBOURNE PARK ROAD, LONDON W11 1EG

Inspection date: 18 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children receive a warm welcome from enthusiastic staff. Staff are kind and considerate, offering high levels of praise and encouragement to children. This promotes their good behaviour. Children are happy, secure learners who are consistently willing to try new challenges. For example, babies skilfully balance on climbing steps. Older children excitedly measure themselves to see who is the tallest. Staff support children's language and communication skills effectively. They model the language they want children to know and use. This helps to ensure children understand the correct sentence structure while improving their vocabulary.

Managers have high expectations for excellence. They are committed to promoting the charitable aims of the provision. For instance, the nursery stays open for community events out of hours. The management team is effective in promoting opportunities for staff to develop their professional development. Regular supervision meetings help staff to feel valued and enable them to identify their own strengths and areas for improvement. Following training, staff developed the learning environment significantly by providing more exciting activities to support children's learning. For example, children are able to observe frozen toy animals as they melt. They use real fruit and vegetables in their play and this builds their enjoyment and enthusiasm for learning.

What does the early years setting do well and what does it need to do better?

- The nursery has gone through a period of significant change. The new management team and staff are ambitious for children. They have worked hard to improve since the last inspection. The local authority and leaders from their other settings have supported them to improve the quality of the provision. Managers are dedicated in their drive to secure sustained high-quality improvements and have a well-designed curriculum in place. They set high expectations for staff and provide focused training and support. However, the impact of this focused support is not yet fully evident to consistently ensure learning and development are maintained at the highest levels.
- Staff are knowledgeable about children's backgrounds and treat them with sensitivity and respect. They are aware of what families are doing at home to help their children succeed.
- Children are confident to discuss their play. This is evident when they expertly talk about their favourite fruit and vegetables and describe the taste, texture and smell of fresh herbs.
- Staff support and extend children's mathematical skills when they help children to count and discuss the number of 'fish' they catch in a game.
- Staff share children's achievements with parents. Parents have access to useful

learning project packs. They work with their children at home and this helps to develop children's scientific knowledge and understanding.

- Children are observant and enjoy opportunities to explore their environment and learn about the natural world. For instance, children discuss and give their views about the different creatures they observe in the garden. They develop their sensory skills when they explore, feel, taste and smell an open pumpkin.
- Children demonstrate their good physical, coordination and spatial awareness skills when they run, ride and climb in the garden. Children are self-assured to take risks.
- Children with special educational needs and/or disabilities benefit from targeted educational plans. Staff work closely with parents and other professionals to meet children's specific needs.
- Children are learning to build resilience and confidence within their diverse and changing community.
- Parents speak positively about the nursery and value the changes that the new management and staff have put in place.
- Children quickly form firm close attachments with their new key person. They happily enjoy a cuddle to seek comfort and this promotes their good social and emotional skills.
- Staff feel well supported by managers. They comment that new systems have helped them to work more efficiently. This has had a positive impact on their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow comprehensive recruitment procedures. This helps to ensure that staff are suitable for their roles. All staff are well trained and are designated safeguarding leads. They know the actions to take if they are concerned about a child's welfare. Staff know the signs and symptoms of possible abuse. They understand the procedures to follow and the people to contact if they have a concern about the behaviour of a member of staff.

What does the setting need to do to improve?

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

- evaluate the impact of the focused support and training being implemented, to ensure that all staff are consistently working at the highest levels and children benefit from outstanding learning experiences.

Setting details

Unique reference number	EY541111
Local authority	Kensington and Chelsea
Inspection number	10084354
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	1 to 3
Total number of places	32
Number of children on roll	26
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	020 7727 2725
Date of previous inspection	24 October 2018

Information about this early years setting

Spring - Clare Gardens registered in 2016. It is based in the Ladbrooke Grove area of London. The setting is open Monday to Friday from 8am to 5.45pm, all year round. It receives funding for free early years education for children aged two and three years. There are 13 members of staff, 12 of whom hold recognised childcare qualifications at level 3 and above.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector and the manager completed a learning walk to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching and evaluated the impact this has on children's learning and development.
- The inspector discussed with the area manager how staff training and support improved outcomes for children.
- The deputy manager and the inspector carried out a joint observation. The inspector spoke to parents, staff and children to gain their views.
- The inspector sampled a range of documentation, including information about staff recruitment, suitability checks and training.

We carried out this inspection 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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