

# Inspection of Collingham Gardens Nursery

Henrietta Mews, Off Handel Street, Bloomsbury, London WC1N 1PH

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Inspection date: 25 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children settle well; they are content, confident and motivated to learn. Staff help children to understand and manage their feelings effectively. For example, children select different faces on picture cards to show how they are feeling, and staff discuss and name these emotions with them. Staff manage children's behaviours successfully. They share group rules with children, and use praise well to support positive behaviour. Children concentrate on tasks and show good levels of engagement with activities. Children have happy, trusting relationships with staff, who take time to get to know the children's individual personalities. They provide engaging activities to help children to settle successfully. Staff interact warmly with children, such as by using gentle tones, lots of eye contact and smiles. Staff teach children to recognise their names and many have good knowledge of alphabet letters and the sounds they make. Children are happy in this setting.

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

- Staff provide interesting activities linked to different areas of learning. They assess children regularly and make good use of this information to ensure that children are suitably challenged. Children make good progress.
- Children develop a wide range of physical skills in the very well-organised, exciting and spacious outdoor area. Children climb, run, jump and balance using a wide range of different equipment in the outdoor area, such as platforms and frames, and they balance on tree stumps. Children often initiate their own play using the natural resources, such as by using wooden planks to create low-level platforms to climb on.
- Staff support children's early mathematical skills well. For instance, they teach children mathematical vocabulary to compare size and weight, such as 'heavy' and 'light'. Children know the names of different shapes, and older children can count securely to 10 and beyond. Staff support younger children to gain these skills successfully.
- The manager supports staff well. For example, she ensures that their workloads are managed through discussion at regular individual meetings. The manager also discusses their performance and training needs. For instance, staff attended a course on supporting pretend play, which led to more effective practice in this area.
- Staff help children to share and to take turns well. For example, children play games in groups, and take part in group discussion. They learn about different cultures and religions, and to respect themselves and each other.
- Children are able to do things for themselves. Even the youngest children serve themselves at meals and snack times, and pour their own drinks. They help to set the table for meals. Children behave in safe ways. They walk indoors to prevent accidents, and use tools and materials with care and caution.

- Staff know how to support children with special educational needs and/or disabilities. They make detailed plans with appropriate targets for each child, and regularly share information with parents and any health professionals involved in the child's care and learning. Staff monitor children closely and review plans to ensure that all children receive the right level of challenge.
- Staff work well with parents. They ensure that parents get regular information on their child's progress, and provide effective ways for them to support their child at home. Staff liaise closely with the parents' committee to hear their views, and use this information to inform nursery practice.
- Staff have not fully considered ways to develop children's language and thinking skills consistently, such as by questioning children effectively and giving them time to think and respond.
- Staff provide children with healthy routines. However, they have not developed children's understanding of the value of these experiences, such as by explaining the importance of regular physical activity and eating healthy food.
- Staff support children's early literacy skills effectively. For example, they read stories to children using different rhythms and tones, and provide recorded stories, which children enjoy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know what to look out for and procedures to follow should they have concerns regarding a child's well-being. They keep their skills and knowledge up to date through regular training. The manager carries out comprehensive background checks on staff as part of a robust recruitment procedure. She keeps herself aware of any local safeguarding issues so that action can be taken readily to support a child, if needed. The manager regularly checks all parts of the setting to help prevent hazards.

## **What does the setting need to do to improve?**

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

- develop more ways to routinely support children's thinking and language skills
- increase children's understanding of healthy routines, including taking regular physical challenges and eating nutritious food.

## Setting details

<b>Unique reference number</b>	EY448266
<b>Local authority</b>	Camden
<b>Inspection number</b>	10128515
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Collingham Gardens Nursery
<b>Registered person unique reference number</b>	RP531684
<b>Telephone number</b>	02078373423
<b>Date of previous inspection</b>	3 January 2013

## Information about this early years setting

Collingham Gardens Nursery registered in 2012. It is located in the Kings Cross area of the London Borough of Camden. The nursery is open each weekday from 8am to 5.45pm for 48 weeks of the year, and is closed on bank holidays. There are six staff members, including the manager, five of whom hold appropriate early years qualifications. This includes the manager, who holds early years professional status, two staff members who hold level 6 qualifications in early years and two staff members who hold level 3 qualifications in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## **Inspection activities**

- The inspector carried out a joint observation of a group activity with the manager.
- Together with the manager, the inspector undertook a learning walk and had a discussion about the curriculum.
- The inspector observed the interaction between staff and children, and spoke with children when appropriate.
- Documentation was reviewed by the inspector, who also held a discussion with the manager.
- The inspector considered the views of parents and staff during the inspection.

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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