

# Inspection of Chaston Nursery School

30-31 Palmerston Road, London NW6 2JL

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Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from a nurturing and welcoming learning environment. They settle confidently into the daily routines, play happily and get on well together. Children develop close bonds with the staff, and this contributes positively to their well-being. Parents speak positively about the nursery and staff. They said their children are happy and cared for. Staff help parents to understand their children's development and how they can support their learning at home.

Staff prepare children well for the next stages of their learning and development, including starting school. For example, staff provide a variety of opportunities for children to mark make and practise their early writing skills. The environment is well organised and enables children to freely select toys and resources. Children are curious and motivated learners. For example, children explored different types of fruits and vegetables and got excited when they were cut open and they saw what was inside. Children enjoy exploring the different tastes and textures and comparing the types of seeds they find.

Children thoroughly enjoy their time at the nursery. For example, younger children enjoyed exploring oats and developing their hand-to-eye coordination through pouring them in and out of different containers. Children who speak English as an additional language are well supported. Staff are skilful in their interaction to help develop their communication and language skills. For example, they introduce new words, sing songs, ask questions, use repetition and act as good role models for communication.

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

- Leaders and managers have worked effectively to develop the provision since the last inspection.
- Staff gather relevant information from parents to establish children's starting points before they join the nursery. They use this information alongside their observations to inform future planning. This ensures children have suitable challenges that help them make good progress in their learning.
- Leadership is strong. Staff benefit from regular supervision meetings that focus on developing their knowledge and skills. Staff are given opportunities to further their professional development through training and regular coaching. They state that they are well supported to maintain a good work and home-life balance.
- Children enjoy stories. They listen and concentrate well, and enjoy using props to re-enact stories.
- Children in the baby room have opportunities to develop well physically. They have equipment where they can crawl, cruise and climb to develop their physical

skills.

- Staff support the children in learning to share, take turns and behave well. Children show willingness to cooperate and follow instructions.
- Staff improve children's mathematical skills effectively throughout their experiences. For instance, they encourage children's counting skills as well as inspiring children to explore and compare sizes.
- Staff successfully help children to learn about their community and the wider world. For example, they visit the older generation at the local community centre and learn about different faiths beyond their own. This helps children to understand their similarities and differences and promotes equality and respect towards others.
- Staff provide a stimulating learning experience. They ensure that the learning stems from children's interests and meets their individual needs. For example, when children showed an interest in 'people who help us', the staff took the children to visit the local fire station.
- Children are becoming independent learners. Older children put on their own coats before going outside and serve their own food at mealtimes. They learn about healthy food choices. Children are helped to learn about the importance of good hygiene routines. They are encouraged to manage their personal hygiene needs, relevant to their age and stage of development.
- Hygiene procedures are in place. For example, children wash their hands before meals and shoes are removed in the baby room where the children crawl.
- Children have regular access to the outdoors. However, staff do not make the most of the outdoor learning environment to extend and challenge learning.
- Through assessment and observation, staff check the progress children make. They plan purposeful learning activities to support children's interests and next steps in learning. Children make good progress overall.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of safeguarding requirements, and know the referral procedures to keep children safe. They have a good understanding of the signs and symptoms of possible abuse and a broad understanding of wider safeguarding issues. Staff carry out regular risk assessments of the premises and equipment to help keep children safe. Managers have robust recruitment and induction procedures in place. Staff are aware of the importance of monitoring children's attendance.

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

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

- extend and enrich outdoor activities to provide children with greater challenge.

## Setting details

<b>Unique reference number</b>	100543
<b>Local authority</b>	Camden
<b>Inspection number</b>	10101649
<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 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Chaston Nursery and Pre-Preparatory School Limited
<b>Registered person unique reference number</b>	RP517473
<b>Telephone number</b>	020 7372 2120
<b>Date of previous inspection</b>	18 March 2019

## Information about this early years setting

Chaston Nursery School registered in 1994. It is located in the London Borough of Camden. The nursery opens Monday to Friday, from 8am to 6pm, 49 weeks of the year. The provider employs 11 members of staff. Of these, eight staff hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Bethany Patrick

### Inspection activities

- The inspector and the manager conducted a learning walk in all parts of the nursery to see how the curriculum is organised.
- The inspector observed a range of activities indoors and outdoors. She checked the quality of education and its impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector had a meeting with the manager and spoke to staff.
- The inspector had discussions with parents to assess their views.
- The inspector looked at a sample of documentation, including children's records and evidence of paediatric first-aid 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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