

Inspection of Pinocchio Nursery

St Cuthbert's Parish Church, Fordwych Road, London NW2 3TN

Inspection date:

21 February 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm and welcoming environment where children are happy and settled. Children build friendly relationships with staff. Children's independence is supported well. Staff show warmth and respond to children when they are feeling sad. They give cuddles and sing rhymes to help younger children to settle. Staff promote children's communication and language skills by providing songs and books with repetitive phrases and rhymes. Older children are given opportunities to read books, both in small groups and independently. Mostly, children behave well. At times when they display unwanted behaviour, staff quickly intervene and encourage the children to remember the boundaries expected in the setting. Children understand the importance of washing hands and keeping clean. Age-appropriate activities are provided in both the rooms. Older children show high levels of sustained interest and engagement in learning. They immerse themselves in a wide range of exciting learning opportunities that support their progress. For example, they check the heartbeat of others while pretending to be doctors. Younger children explore different textures through sensory activities. All children enjoy spending time outside playing with large equipment in the nursery garden. Staff have a generally good understanding of how children learn. However, their assessment of children's learning is not consistent.

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

- The provider has not ensured that all staff working with the children have been suitably checked, which is a statutory requirement, including obtaining references and performing a police check with the Disclosure and Barring Service.
- Staff consider children's interests when planning for their learning. For example, when staff observed that the children in the baby room were interested in crawling under the tables and other furniture, staff members brought out tunnels for the children to crawl through and enjoy. Mostly, staff make accurate assessments of children's development and plan activities that are intended to help children build on what they know and can do, but this is not always consistent.
- Children develop some good skills in mathematics. Staff pose questions and problems when working with children in small groups. They encourage children to work things out for themselves. For example, while making play dough, the children had to use their mathematical skills in weighing and measuring the ingredients.
- Partnerships with parents are good. Parents appreciate the care and support given by the staff to their children. However, staff do not provide parents with regular information to support continuity of learning between the nursery and home.

- The provider has not yet embedded a rigorous system to monitor staff's practice. As a result, assessment arrangements are not consistently effective across the nursery. Some staff do not regularly assess children's progress and identify their next steps in learning. This has also resulted in some children between the ages of two and three years missing out on their progress check.
- The system for transition between rooms is well thought through. Staff ensure that this is a gradual process, which helps to support children's emotional well-being during times of change.
- Staff successfully promote children's independence and encourage them to take care of their own self-care needs. For example, pre-school children are supported to serve their own food. Babies are encouraged to feed themselves at mealtimes. Staff ensure children have an appropriate place to rest and sleep. This helps to support their physical health and well-being.
- Overall, children form secure attachments with staff and they behave well. Staff are kind and children enjoy their time in nursery. The gestures and babbles of babies are responded to in a warm and positive manner. Staff encourage pre-school children to be active learners. Some staff are particularly effective at engaging older children in conversation and listening to what they have to say.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand their responsibilities to protect children's welfare. They know the different signs and symptoms of abuse and neglect. They also have an up-to-date understanding of wider safeguarding matters, including those relating to cultural practices, radicalisation and extreme views and beliefs. Staff understand what they would do within the setting to report their concerns about either children or adults to the designated safeguarding lead staff member. However, the management team has failed to follow rigorous procedures to confirm suitability checks on all staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective recruitment procedures to ensure the suitability of all staff by completing Disclosure and Barring Service checks and obtaining references from previous employers	30/04/2020

ensure the required progress check for all children between the ages of two and three years is completed and a copy of the summary is kept.	30/04/2020
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To further improve the quality of the early years provision, the provider should:

- complete frequent and accurate assessments of all children's development and plan a programme of challenging experiences that interest them and support them to make good progress
- extend opportunities for all parents to be fully involved in their child's learning
- use self-evaluation more effectively to identify and address weaknesses in planning.

Setting details

Unique reference number	EY342154
Local authority	Camden
Inspection number	10106485
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Idasiak, Katarzyna Monika
Registered person unique reference number	RP514900
Telephone number	07957 966139
Date of previous inspection	5 November 2015

Information about this early years setting

Pinocchio Nursery is privately owned and registered in 2006. The nursery operates from St Cuthbert's Parish Church, in West Hampstead. Children use the main hall and a smaller hall. An outdoor play area is accessible for children. The nursery supports children who speak English as an additional language. It receives nursery education funding for children aged three years. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year. The setting is registered on the Early Years Register. The nursery employs 10 members of staff, including a cook, and provides places for students. Six staff hold early years qualifications. The nursery receives support from the local authority early years advisory team.

Information about this inspection

Inspector

Sharmee Bhatt

Inspection activities

- The manager and the inspector discussed the curriculum and the quality of teaching during a learning walk. The manager talked about the learning experiences provided for children.
- Parents shared their feedback and experiences of the setting with the inspector.
- A joint observation was conducted by the manager and the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and progress.
- The inspector spoke with staff and children 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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