

Inspection of Carlton Hill Community Nursery

86 Carlton Hill, Maida Vale, London NW8 0ER

Inspection date: 2 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly at the door by friendly and familiar staff. Most children separate confidently from their parents. Those who need more support get plenty of reassurance and cuddles. This helps them to feel safe and quickly settle. Children feel secure in the nursery and confidently make choices about what they want to play with. Children listen to staff and happily follow the nursery routines. They are independent and willingly help with tasks, such as tidying away the toys or scraping their plates after lunch.

Children respond positively to the staff's high expectations. They demonstrate a wholehearted enjoyment in learning and become immersed in their play. For instance, toddlers extend their understanding of speed and direction while they experiment by rolling cars down a ramp. They are excited to discover they can slow or stop the cars by placing blocks in their paths.

Children benefit from plenty of fresh air and physical exercise each day in the garden. Babies move with increasing confidence. They practise walking and learn to climb the steps on a slide. Older children begin to manage risks. They climb trees in the 'jungle' area. Children observe wildlife and grow plants, which helps to kindle a keen interest in nature.

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

- Managers use constant self-evaluation to identify where they can further strengthen practice. For example, parents have had restricted access to the nursery due to the COVID-19 pandemic. Therefore, managers have worked hard to maintain strong lines of communication. They add more information and photos to the weekly newsletters so parents can see what children do at nursery.
- The whole team has established positive relationships with parents. This is a real strength of the nursery. Parents speak highly of the staff and feel very included in their children's learning.
- Managers plan an ambitious curriculum for children. There is a strong focus on environmental issues, such as recycling and sustainability. Children learn to reuse items and be less wasteful. For example, they create paintings from used coffee grounds and models from food packaging. Children add leftover fruit and vegetables to their wormery. They say that the worms will eat these and make soil for their garden.
- Overall, children benefit from engaging interactions with staff. The staff provide lots of good opportunities for children to practise speaking and listening. They promote singing, stories and conversations throughout the day. However, sometimes, staff do not check children's understanding or give them time to

think and respond before moving on.

- Key persons support children well. They understand their key children's personal and developmental needs. Staff accurately assess what children can do and provide them with stimulating learning experiences. For instance, staff know that babies benefit when they explore using their senses. Therefore, they provide resources with interesting colours, textures and smells, such as fresh vegetables and herbs in the pretend kitchen.
- Children of all ages display positive attitudes to learning. Older children become completely engrossed in story and drama sessions. They listen intently to a story about a broomstick. Children enthusiastically recall the key events and characters. They use their imaginations as they pretend to move like a witch, a frog and a cat.
- Managers and staff promote good health throughout the nursery, providing healthy meals and lots of active play. Children learn the importance of brushing their teeth every day. They enjoy a 'dinosaur tooth hunt' and learn that there are different types of teeth, such as molars for chewing. Children share their knowledge saying, 'My teeth get dirty if I don't brush them.'
- Children behave well and learn to follow 'golden rules', such as having 'kind hands'. However, staff sometimes miss spontaneous opportunities to help children reflect on their strong feelings and understand how their behaviour affects others.
- Children develop an awareness of different people and communities. For instance, they discuss Chinese New Year as they prepare lettuce wraps for their snack. Children strengthen their understanding by forming links within their local community. For example, they visit a charity shop to donate and learn how this will help other people.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure understanding of safeguarding issues. This includes wider issues, such as the risks children may face from online abuse or radicalisation. Managers and staff know how to identify signs of abuse and the procedures to follow if they become concerned about a child's welfare. Staff understand how to respond if there is an allegation or concern about an adult working with children. Staff assess risks and follow nursery procedures to maintain a safe and secure environment. The provider carries out robust checks on staff, to ensure they are suitable for their roles.

What does the setting need to do to improve?

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

- enhance staff's interactions with children, to ensure they check children's

- understanding and provide them with sufficient time to think and respond
- support staff to consistently help children to reflect on their behaviour and how their actions may affect others.

Setting details

Unique reference number	EY305988
Local authority	Westminster
Inspection number	10128429
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 at time of inspection	0 to 4
Total number of places	73
Number of children on roll	60
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	0207 624 3814
Date of previous inspection	16 December 2013

Information about this early years setting

Carlton Hill Community Nursery registered in 2005 and is run by the London Early Years Foundation. The nursery is in Maida Vale, in the London Borough of Westminster. It operates each weekday, from 8am to 6pm, throughout most of the year. The nursery employs 20 staff to work with the children. Of these, 15 staff hold an early years qualification either at level 3 or level 2.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- The inspector observed a range of activities and interactions between children and staff, to evaluate the quality of the education. This included joint observations with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with managers to discuss leadership issues, such as the recruitment, training and support for staff.
- The inspector looked at some of the nursery's documents, including safeguarding policies, staff suitability checks and paediatric first-aid certificates.

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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