

Inspection of UCL Nursery

UCL Day Nursery, 55-59 Gordon Square, London WC1H 0NU

Inspection date: 16 March 2022

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

What is it like to attend this early years setting?

The provision is good

Staff have close, very nurturing relationships with children. They take great care to find out as much as possible about children's interests, home routines, likes and dislikes. Staff make excellent use of this information to provide familiar routines and activities that help children to settle very well. It is clear that children are happy and feel safe. They are very keenly motivated to learn and highly confident. Children have excellent attitudes to learning and their behaviour is outstanding.

Children take part in a range of creative and interesting activities. For example, they enjoy exploring the effect of roller painting brightly coloured paint onto a plastic screen. This supports their creative skills well. They also enjoy a wide range of stimulating activities in a dedicated sensory room. Staff place high priority on children's physical development. There is a dedicated gym room where young children balance over hump bridges, climb across frames, crawl through tunnels and learn to pull themselves up. There are further challenges in the well-designed outdoor area. Children have a very good understanding of their feelings and the feelings of others. Staff help them to see their reflections in the mirror and talk about their expressions. They teach children the names of different emotions. Children learn to share and to take turns exceptionally well. For instance, they offer to share toys and resources with others, without any prompting from adults. They are extremely well mannered and say please and thank you. Staff have high expectations of children.

The curriculum is broad and enriching. Children learn good skills in preparation for school.

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

- Staff provide a wide range of stimulating activities based securely on areas of learning. They assess children regularly and make good use of this information to give children appropriate challenges. Activities build on children's learning. All children, including those with special educational needs and/or disabilities, make good progress.
- Staff teach children good communication and literacy skills. For instance, they read a wide range of popular children's books to children in lively tones. They extend children's development well by linking different activities to the book to promote different areas of learning. Staff sing action rhymes and songs with children where they learn new words.
- Staff teach children good early mathematical skills. For example, they sing number songs and rhymes where children practise their counting skills. Staff point out different shapes in the environment and use mathematical language to describe size and weight.

- Staff manage children's behaviour very successfully. Group rules are so well embedded that older children remind younger ones of acceptable ways to behave. They are highly motivated and have excellent attitudes to learning. Children persevere with challenging tasks and staff support children effectively, where needed.
- Staff work successfully with parents. They give them regular updates on their children's progress in a range of flexible ways, such as through secure access to electronic children's journals and regular parents' evenings. Staff provide good ways for parents to support children's progress, such as through ideas for home activities to support learning.
- The manager supports staff effectively. She spends time with each member of staff to discuss workloads and well-being and offers support, where required. The manager discusses staff training needs and they have attended a range of courses. This included a course on behaviour management which led to improved outcomes for children.
- The nursery provides children with very healthy meals and snacks. Staff provide a relaxed, ambient atmosphere at mealtimes, for example, by sitting and eating with children. Staff are very good role models to children. Staff talk to children about the value of eating healthily. They promote good oral hygiene for children very effectively.
- Children play together very well. For instance, they enjoy working together using straw and sticks to create homes linked to the story of the 'Three Little Pigs'. Staff support children by asking questions. However, at times, staff ask a lot of questions but do not give children sufficient time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge and understanding of the signs and symptoms to look out for that might indicate that a child is at risk of abuse. They know the procedures to follow and who to report their concerns to in order to protect children from harm. Staff are alert to possible signs that a child could be at risk of extremism. They know how to report their concerns to the relevant agencies to keep children safe. They keep their safeguarding skills and knowledge up to date by attending regular training. The manager carries out robust background checks on staff to ensure that they are suitable for their roles. This helps to ensure that children are safe.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions to support their thinking and language development further.

Setting details

Unique reference number	EY433791
Local authority	Camden
Inspection number	10137841
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	24
Number of children on roll	22
Name of registered person	University College London
Registered person unique reference number	RP905158
Telephone number	0207 911 5353
Date of previous inspection	9 October 2015

Information about this early years setting

UCL Nursery registered in 2011. It is located in Bloomsbury in the London Borough of Camden. The nursery is open each weekday from 8.30am to 5.30pm for 49 weeks of the year and is closed on public bank holidays. There are 13 staff, including the manager, all of whom hold appropriate early years qualifications. This includes one staff member who holds qualified teacher status and three staff members who have a degree in early years education.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the nursery 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 their evaluation of the provider.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector went on a learning walk around the nursery with the manager to discuss the curriculum and intentions for children's learning.
- Interactions between staff and children were observed and the inspector spoke with children, when appropriate.
- The inspector tracked the progress of several children.
- Some documentation was checked and the inspector held a discussion with the manager.
- The views of staff and parents were considered 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022