

Inspection of Regents Park Nursery

Augustus Street, London NW1 3TJ

Inspection date:

9 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy as they arrive at the nursery. They are welcomed by caring staff who know them well. New children are supported by a familiar adult. This helps them to feel safe and secure.

Children enthusiastically take part in activities led by staff. For example, they enjoy creating imaginary food using play dough. Children are equally engaged in creating their own experiences. They use their imagination and work together. Children line up construction vehicles, seeing how one can push the other along. They take turns to push the vehicles and delight as these move along in a row. Children demonstrate problem-solving and curiosity in their play.

Children learn independence skills from an early age. For instance, they are skilled at using the 'scrap', 'soak' and 'stack' stations, where they clear their plates and wash cutlery after mealtimes. Staff create a respectful and positive environment through calm and caring interactions. Children demonstrate a strong sense of belonging and are learning skills to develop strong relationships. For example, 'kindness' cat helps children develop an understanding of how to be a good friend and why sharing is important. This helps them to behave well.

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

- The manager and her staff are passionate about delivering a quality curriculum that meets children's individual needs. They have a clear vision of what they want all children to learn. Staff receive support, training and coaching to enhance their skills and knowledge.
- The special educational needs coordinator swiftly identifies any delays in children's development. They work very effectively with staff, other professionals and parents to provide children with the support they need, to close gaps in learning. All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress from their starting points.
- Staff prioritise the development of children's communication and language skills. They share stories, sing songs and model new words. Toddlers repeat the words 'delicious' and 'hold it' while they play. Staff use vocabulary from children's home languages to help children who speak English as an additional language gain a good grasp of English.
- Children have many rich and varied activities to choose from. Overall, staff plan activities well to meet the needs of the children. Children show a 'can-do' attitude and persevere with challenges. For example, they enjoy creating winter pictures. Children use different materials, such as buttons and string, to create snowmen. They use scissors and glue to cut and stick. Staff help them to stay

focused by using lots of praise and some effective questions. However, some staff do not always pause after asking these questions, so children do not always have time to think and respond.

- Children are given many opportunities to develop their mathematical understanding. For example, when comparing the size of containers during water play, they talk about the containers being 'full' or 'empty'. When building a tower, children describe how they use the square blocks to make the tower go 'even higher'. Older children confidently count to 10.
- The organisation of the outdoor area is well laid out and supports children to develop their physical skills. Opportunities and resources are plentiful, and children freely run, play with their friends, ride bicycles, learn about road safety and use the slide.
- Healthy practices are supported throughout the nursery. Children enjoy home-made and nutritious meals. They learn about the importance of good oral health.
- Parents praise the nursery and describe it as a 'community'. Parents have effective relationships with staff and feel that the nursery offers a supportive environment for children and their families. Staff have started to provide parents with more information about their child's development. However, the manager recognises that this is not yet fully embedded. This results in not all parents being aware of how they can support their children's next steps in development at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments to check that the premises are safe and secure. Leaders follow robust recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff receive training in safeguarding and paediatric first aid, and leaders make sure that this training is up to date and understood. Staff understand how to keep children safe and protected from harm. For example, they know the actions to take if they were to have concerns about children's welfare or a colleague's conduct. Staff understand safeguarding issues, such as the 'Prevent' duty and female genital mutilation.

What does the setting need to do to improve?

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

- support staff to give children sufficient time to answer questions, so they can share their thinking and ideas
- work even more closely in partnership with parents to ensure they are kept informed of and involved in their children's learning at home.

Setting details

Unique reference number	100571
Local authority	Camden
Inspection number	10233536
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	2 to 5
Total number of places	80
Number of children on roll	52
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Telephone number	020 7387 2382
Date of previous inspection	24 January 2017

Information about this early years setting

Regents Park Children's Centre registered in 1994 and is situated in the London Borough of Camden. The nursery opens each weekday from 8am to 6pm, for 48 weeks of the year. It employs 22 members of staff, 20 of whom hold relevant qualifications at level 2 and above. The nursery receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Joanna Wilkinson

Inspection activities

- This was the first routine 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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact they were having on children's learning.
- The inspector spoke to staff and children during the inspection.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager and the deputy manager. This included a review of relevant documentation, including staff suitability and 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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