

Inspection of Collingham Gardens Nursery

Henrietta Mews, Off Handel Street, Bloomsbury, London WC1N 1PH

Inspection date: 18 November 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 learn to develop their imaginations, conversations and social skills extremely well at this wonderful nursery. The impressive and extensive outdoor garden is a hub of discovery and wonder for them. Children spend the majority of their day playing and exploring adventurously in the fresh air. They build excellent physical stamina. Children form meaningful friendships with each other. They excitedly invent their own games and narratives. For example, children creatively repurpose used cardboard boxes. They immerse themselves in imaginary role play. Afterwards, children extend their ideas by pretending to travel for a family day in their 'move boxes'.

Staff spend time playing and interacting with children. They encourage, challenge and support children's ideas as they explore in nature. Children learn to observe living things and their different features. For example, they closely examine worms whenever they uncover them under the tree stumps. Children develop impressive conversational skills. This is because staff expertly engage them in meaningful discussions at every opportunity. Children openly share their news and stories with their friends and staff alike. Overall, there is a real sense of belonging and community togetherness at the nursery.

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

- Staff help children to learn new words and widen their vocabularies. They describe children's actions clearly as they play. Staff ask children open-ended questions. Children respond in simple sentences, using the correct tense.
- Children are keen and curious learners. They listen attentively to their favourite stories and comment on the events. Children behave well and follow the well-embedded routines. For example, children know when it is quiet time. During this time, children intuitively speak with soft voices and play calmly.
- Staff encourage children to be proud of their different cultures and languages. Staff praise children as they happily teach their friends greetings in Spanish and German. Children learn about other cultures and religions, such as by making arts and crafts when staff teach them about Diwali, Chinese New Year and Black History Month.
- Support for children with special educational needs and/or disabilities (SEND) is strong. Leaders use additional funding appropriately. They ensure that children with SEND receive individualised support. Staff follow the guidance and advice of external professionals closely. They employ strategies and interventions that help children to meet their identified targets. These impactful measures ensure that children make the best possible progress.
- Staff help children to develop good early number skills in practical ways. For example, children help staff to count each other as they line up to come in from

outdoor play. Children show each other their ages using their fingers during lunchtime discussions. They talk about weights and knowledgeably refer to 'kilos' as units of measurement.

- Children demonstrate that they are independent. They put on their own wellington boots to go outside. Children responsibly serve their own portions at mealtimes and carry their plates to their tables. They maturely clean up their own spillages and take care of the toys. Despite this autonomy, children do not learn to manage all their own personal hygiene needs. This is because staff are quick to wipe children's noses when they have colds.
- Parents speak fondly of the nursery. They say that their children really enjoy playing and exploring in nature outdoors. Parents recognise their children's good progress in their language and physical ability.
- Staff work well together as a small team and receive good support from leaders. Some staff are completing qualifications that will help them to develop expertise in children's outdoor learning. Leaders envisage that this will enhance children's good outdoor learning experiences even further.
- At the time of the inspection, the nursery was going through a period of significant change. A new chair and management committee were being appointed to oversee governance. Moreover, the current nominated individual had conducted a thorough review of the nursery's policies and procedures. She has firm plans in place to ensure that the handover process is robust and children continue to receive a good standard of care and education.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the common signs that indicate a child is at risk of harm or abuse. They follow the correct procedure to report concerns. Staff are aware of their whistle-blowing obligations. They know the roles of their relevant safeguarding professionals and how to contact them. Staff know that all allegations must be reported. Recruitment procedures are robust. Leaders ensure that staff are fully vetted for their roles so that only suitable persons are appointed to work with children. Staff complete daily risk assessments to identify any hazards and to check that children's activities are conducted safely.

What does the setting need to do to improve?

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

- provide opportunities for children to learn to manage their own personal hygiene, such as wiping their own noses
- continue with the agreed arrangements for the handover of leadership to the new management committee.

Setting details

Unique reference number	EY448266
Local authority	Camden
Inspection number	10261774
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	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Collingham Gardens Nursery
Registered person unique reference number	RP531684
Telephone number	02078373423
Date of previous inspection	25 November 2019

Information about this early years setting

Collingham Gardens Nursery registered in 2012. It is located in the Kings Cross area of the London Borough of Camden. The nursery is open for 48 weeks of the year, from 8am to 6pm, Monday to Friday, except for bank holidays. There are six staff members, including the manager, five of whom hold early years qualifications at level 3 and above. The nursery employs a qualified teacher. It provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

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 nursery manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The nominated individual showed the inspector documentation. This included the nursery's policies and documents to demonstrate the suitability of staff.

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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