

Inspection of 1a Nursery

1a Rosebery Avenue, London EC1R 4SR

Inspection date: 7 February 2023

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 happy and relaxed in this welcoming nursery. They develop strong bonds with the caring staff. Children who are new to the nursery settle quickly, as many of them have attended the children's centre on the same site, so they are very familiar with the environment.

Children behave well. They like to do things for themselves and demonstrate a can-do attitude. They self-register, recognising their names and photos, learn to dress themselves and hang their coats on their peg. Children use jugs skilfully as they pour water and serve their food at lunchtime. They are inquisitive learners who explore the environment and choose their own play with confidence. Children demonstrate positive attitudes towards learning. They learn about the benefits of a healthy lifestyle. Children enjoy preparing fresh fruit snacks to share with their friends. They have plenty of opportunities to be physically active. For example, outdoors, children use wheeled-toys, jump and balance and kick and throw balls.

Children develop an understanding of colour mixing and what happens when they combine the colours of paint. The families benefit from the art studio downstairs in the basement. They join in with music and singing sessions, which helps to promote children's language development and literacy skills. Parents read stories in their home languages and are encouraged to share books and rhymes, use the 'poetry basket' and be involved in the 'Camden Kids Talk' programme.

Toddlers show their delight when digging outside with the mud and sand, or carefully bathing their babies in the water tray. Older children begin to make meaningful marks using a range of writing implements. They are learning to write their names and read simple words. Children happily share, take turns and play cooperatively together. When the nursery was closed due to the COVID-19 pandemic, staff made sure that they kept in touch with children and their families. They kept in contact and shared ideas with parents to extend their children's learning at home. This helped children to continue to develop, and a smooth transition to settle them back in.

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

- Staff watch children closely to find out what they know and can do. They plan 'in the moment' activities to follow children's interests and support the next phase in their development. Parents receive detailed information about their children's progress. They have daily discussions with staff and have access to an online assessment system, which they really appreciate. This helps to keep parents up to date with their children's learning.
- Children have many opportunities to explore and investigate using a range of

different materials. They are encouraged to make their own choices from the art trolley and role play using play dough, which they squeeze and shape into sausages and cakes. Children were consulted on the name for the fish and chose 'Fishy'. This helps to develop their independence, alongside their fine-motor skills and creativity.

- Staff recognise that children had limited opportunities to develop their large physical skills during the COVID-19 pandemic. They plan a range of activities for children to develop skills in this area. Older children practise different ways of moving, while toddlers crawl, climb and slide down large play apparatus. This is particularly beneficial for those children with more limited mobility.
- Children's language is developing well, considering that many of them speak or hear other languages at home or have additional needs. Staff constantly repeat new words and encourage the children to join in with rhymes and songs. Where appropriate, they use visual cues and pictorial representations. However, there are missed opportunities to use technology and to teach the children and their families about online safety.
- Mathematical development is a key priority and older children manipulate counters into number bonds, while the younger ones sit in the five chairs on the number bus. They are learning to recall numbers without needing to count them individually.
- Staff feel well supported by managers and are happy in their roles. They have access to training to extend their knowledge. The nursery receives good support from the local authority and enjoys strong links with the children's centre. Staff discuss ways to support children with special educational needs and /or disabilities, and work with multi-agency staff. Managers recognise that staff would benefit from a wider range of professional development opportunities to explore the more recent changes to early years practice.
- Children understand how to keep themselves healthy and the importance of a good diet. They learn about good dental hygiene, and brush their teeth enthusiastically after meals. Children enjoy healthy home-cooked meals. They learn how plants grow and why it is important to look after the environment. Children care for their belongings by storing them in their 'peg-pockets'. Staff extend and widen their experiences by using the additional funding to visit the local theatre and farm.
- Children learn about similarities and differences. They share photographs of their families' celebrations. Staff include activities to increase children's awareness of cultures and heritage. This enables children to begin to understand the beliefs and practices of others and to be inclusive.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including those who work at the children's centre, have a secure knowledge of how to protect children. They have a good knowledge of the possible signs and symptoms of abuse. Managers make sure that staff understand the action to take if they have a concern about a child in their care. They are very clear

about how to deal with allegations. Children play in a clean and hygienic environment. Staff teach them about how to keep themselves safe, when, for example, children learn about the importance of road safety in the 'traffic club'.

What does the setting need to do to improve?

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

- explore a wider range of professional development opportunities for staff, so that the quality of education for all children, including those with additional needs, is maximised
- help older children to develop an understanding of online safety.

Setting details

Unique reference number	EY351434
Local authority	Camden
Inspection number	10233708
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 4
Total number of places	42
Number of children on roll	26
Name of registered person	London Borough of Camden
Registered person unique reference number	RP517467
Telephone number	0207 974 7038
Date of previous inspection	13 March 2017

Information about this early years setting

1a Nursery registered in 2007. It is based in the London Borough of Camden. The nursery is open each weekday from 8am until 6pm, for 48 weeks of the year. There are 11 members of staff, eight of whom hold early years qualifications. One member of staff holds qualified teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sandra Teacher

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- Interactions between staff and children were observed and evaluated by the inspector and the manager.
- The manager and the inspector completed a learning walk to gain an overview of how the curriculum is organised.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with the leadership team, staff, the nominated person, and staff from the children's centre.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the setting.

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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