

# Inspection of The Crown Nursery

116 St. Margarets Road, Twickenham TW1 2AA

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Inspection date: 10 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff at this nursery are nurturing and caring. Children are happy and enjoy their time, eagerly greeting their friends. They feel safe, play well together and behave well. Babies settle quickly and take great pleasure in discovering exciting messy play activities with cereal in a calm environment.

Pre-school children are keen to go outside and solve problems through investigating the natural world. They grow their own herbs and vegetables, and learn where food comes from. Children show curiosity as they handle seeds. They describe what they can see and smell, and know what to do with them. Children learn how to care for plants and use tools safely. Staff enable children to understand risk and learn how to behave carefully in this environment.

Staff understand how to support every child's individual learning needs. Children make good progress and thrive. They make rapid improvements as staff have high expectations of what they can achieve. Children show a positive attitude to their learning. They are motivated to make choices and explore the stimulating learning environment. This includes children who speak English as an additional language and those children with special educational needs and/or disabilities. For example, staff encourage children to use interesting tactile resources to encourage them to explore in a sensory room.

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

- The manager and children's key persons work with new parents to obtain information about their children's interests and development. This helps to ease the settling-in transition for children and assists staff in planning for children's learning. Staff tailor settling-in arrangements for each child to support their emotional well-being. Children form close relationships with their key person.
- Staff have a very good knowledge and understanding of what they want children to learn and achieve. Improvements have been made as to how staff plan for, and support, children's learning. Staff now use children's emerging interests during all activities to successfully extend their learning and development. They continually observe and assess children's development and plan an effective curriculum, overall. Staff provide children with good learning opportunities, indoors and outdoors.
- Staff now regularly share children's developmental progress and next steps in learning with parents. They offer ideas to encourage children to continue their learning at home. Information about how parents can support their children's future learning are provided, such as through exciting theme-based activity bags. These have a range of recipe cards and props in the different areas of learning. For example, children learn how to make their own play dough with

step-by-step instructions, ingredients and utensils, which are all provided in the bag.

- Staff have a good knowledge of developing children's communication and language skills. They consistently adapt their approach by using a range of different questioning techniques to support children's understanding. However, staff ask children to explain what they think will happen next in stories, but do not consistently give them enough time to respond.
- Overall, staff encourage children's independence. They support children to put on their own shoes and wash their hands. However, at mealtimes, staff do not support children to consistently develop their self-help skills. For instance, they do not enable children to make choices from the food on offer and provide opportunities for children to learn how to self-serve their own food.
- The manager is encouraging and supportive in the way she manages staff, including their workload. She offers staff targeted supervision sessions, which encourage them to reflect on their practice and consider how they can develop even further. This ensures that children receive good quality education and care.
- Staff attend a wealth of training events, including how to manage children's behaviour more effectively. As a result of this, children learn to use the language of emotions in a range of situations to express themselves.
- The manager continues to evaluate the nursery and identify further areas for development. They work closely with other professionals to share best practice and to give children the best possible learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has put in place effective policies and procedures, that are well understood by all staff in the nursery. This includes how to manage children's behaviour in a positive and sensitive manner. Staff, including those who are newly recruited, have a secure knowledge of safeguarding issues and the reporting procedures. They know how to take prompt action to respond to any concerns about a child's welfare. There are thorough recruitment and induction processes to ensure that staff 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:**

- give children more time to respond to questioning during activities and story time sessions
- support children to develop their self-care skills, such as by improving the organisation of mealtimes, so that all children can make choices and self-serve their own food.

## Setting details

<b>Unique reference number</b>	2646908
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10262804
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	The Crown Nursery Limited
<b>Registered person unique reference number</b>	2646906
<b>Telephone number</b>	07771787178
<b>Date of previous inspection</b>	17 October 2022

## Information about this early years setting

The Crown Nursery registered in 2021. It operates from converted premises in St Margarets, Twickenham, in the London Borough of Richmond upon Thames. The nursery is open all year round from 8am to 6pm, Monday to Friday, except for bank holidays. The provider employs ten staff members, of whom five hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Emma Mizzi

### Inspection activities

- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector spoke to a sample of parents to gain their views of 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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