

# Inspection of Auden Place Community Nursery

Auden Place Nursery, 1 Auden Place, London NW1 8NA

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Inspection date: 15 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited to begin their day at nursery. They are greeted warmly by their key persons and by managers. Parents share relevant information with staff to ensure children are supported as they move from home to the nursery. Inside, children follow the nursery routines as they hang up their coats and belongings before calmly entering the play space. Children who are settling, and who feel less secure when they arrive, are well supported. They receive warm cuddles from their key person, who talks to them gently and reassuringly to boost their confidence.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Key persons know their children very well. They plan stimulating activities based on the resources the children are interested in, ensuring that they make good progress and are always fully engaged in their learning.

In general, children's behaviour is good. Staff remind children about sharing and cooperating with their friends. They praise them when they behave appropriately and 'do the right thing'. Children are self-assured and confident when interacting with others. Babies independently approach staff, engaging them by showing them their favourite toys. Older children happily discuss their preferred activities and the daily routines of the nursery.

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

- Leadership and management of the nursery are good. Managers know the local community well, and use this knowledge to provide targeted support for children and their families. Policies and procedures are comprehensive, supporting the smooth running of the nursery.
- Managers understand the importance of ongoing self-evaluation. They welcome feedback from parents, staff and external agencies, and proactively address any issues to improve the provision for children.
- Staff feel valued and well supported by their managers. They participate in regular supervision sessions, where their personal development needs are discussed, and attend training sessions to update their skills and knowledge. This helps staff to continuously improve their effectiveness in supporting children's learning.
- The curriculum is well planned and sequenced. It provides many opportunities for children to build on their previous knowledge and skills as they move through the nursery. The focus is on the prime areas of the early years foundation stage, to ensure children are well equipped for the next stage in their education.
- Children become independent and confident learners. They demonstrate good

perseverance skills, staying with activities for long periods of time. They are well supported by staff, who understand the developmental needs of young children.

- Children enjoy playing together, sharing their ideas and learning from one another. For example, older children role play a party for the dolls. They discuss the food they will provide and how many guests to invite. However, during some group activities, older children use very loud voices. They do not understand why it is important not to do so. Staff do not explain the impact this behaviour can have on other children's concentration and learning or demonstrate how to use an 'inside voice', reinforcing children's understanding.
- Communication and language teaching for older children is good. Staff model the correct use of English and constantly expose children to spoken language. They describe what children are doing and ask questions to encourage children to speak. However, some staff working with the youngest children are not as skilled. They do not engage them in regular conversation, and miss opportunities for children to practise their communication skills.
- Children with SEND are well supported by the special educational needs coordinator and their key person. Staff identify any difficulties early on. When appropriate, they work with other professionals, targeting support to meet children's individual needs.
- Trips are an important aspect of the curriculum. Children enjoy being physically active on their daily visits to the local park. They learn about the features of the local area on regular walks and develop skills for their future lives by visiting central London landmarks and museums.
- Parents are full of praise for the nursery and staff. They value the advice and support staff provide and feel very well informed about their children's learning and daily experiences at nursery. They particularly enjoy the wide range of social activities staff organise, as these allow them to get fully involved in the life of the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff fully understand their safeguarding responsibilities and how to protect the children they care for. Regular safeguarding training is organised to keep staff's knowledge and understanding up to date. Staff meetings and supervision sessions are used to discuss any safeguarding concerns. Staff understand the signs that children may be at risk of harm and know how to report their concerns. The nursery environment is safe and secure. Regular risk assessments are carried out and appropriate action is taken to ensure the children's safety at all times. Children are taught how to keep themselves safe, both inside and outside the building.

## **What does the setting need to do to improve?**

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

- ensure children understand the impact their voices can have on other children's concentration and learning, consistently reinforcing the use of quieter voices inside
- develop the communication and language teaching skills of some staff who work with the youngest children.

## Setting details

<b>Unique reference number</b>	100615
<b>Local authority</b>	Camden
<b>Inspection number</b>	10276507
<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>	50
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Auden Place Community Nursery
<b>Registered person unique reference number</b>	RP908351
<b>Telephone number</b>	020 7586 0098
<b>Date of previous inspection</b>	19 July 2017

## Information about this early years setting

Auden Place Community Nursery registered in 1995. The nursery is situated in the London Borough of Camden. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 18 members of staff, including the managers. Of these, 17 have appropriate childcare qualifications ranging from levels 2 to 6.

## Information about this inspection

### Inspector

Paul Church

## 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 nursery.
- Managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Managers spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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