

Inspection of Swiss Cottage Nursery

Swiss Cottage Community Centre, 19 Wincester Road, London NW3 3NR

Inspection date: 12 June 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 feel relaxed and happy. They show curiosity as they explore a wide range of activities. For example, children explore water and bubbles as they fill different containers. Staff provide challenging opportunities for children to solve problems. For example, children fetch pipes and observe the different ways sand and water travel down them. Children are motivated, concentrate and try hard.

Children have warm relationships with staff and are confident when asking for help. When children struggle with their feelings, staff give them reassurance. Children cooperate and share with their friends well. For example, in the garden, children share the spray bottles and use a timer to know when it is their turn next. Children learn to respect one another and treat each other fairly. They listen to each other and behave well.

Children develop a love of stories. They help themselves to books and sit with staff as they listen and turn the pages. Children hear stories in groups throughout the day. They listen to new language and learn the meaning of new words. For example, staff repeat the names of zoo animals and point to pictures to clarify children's understanding. Children learn a range of more complex words.

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

- The manager creates a curriculum with a clear vision. She wants children to build positive and warm relationships with others. The manager shares this vision effectively with all staff. Staff support children by celebrating their achievements and giving them praise and encouragement. Children develop high levels of self-esteem.
- Staff understand that it is important for children to be physically active. However, they do not plan consistent opportunities for children to run freely and explore open spaces. This means that children's ability to be physically active is sometimes limited.
- Staff find out what children know and can do. They work with parents to understand children's previous experiences. This includes, where appropriate, assessing children's ability in their home language. Staff use this information to plan activities for children to practise their skills and develop knowledge. Children reach their developmental milestones.
- Children enjoy exploring natural materials. They show high levels of curiosity around plants and growing. However, the opportunities for children to extend their understanding of the natural world are limited. Children are not able to fully develop their interest in nature.
- The manager and staff understand that some children may need additional support with their learning. They work effectively with external agencies to

identify any gaps in children's knowledge. Staff help parents to access support from experts where appropriate. All children are well prepared for the next stage of their education.

- Care practices are effective. Children learn self-care skills. For example, at snack time, children cut up their own fruit and hand it around to their friends. Children learn to look after themselves and others. They develop a sense of responsibility.
- Parents are happy with their children's care and education. They say that staff help them to understand what children are learning. Parents report that this helps them to extend children's learning at home.
- The manager is reflective of her practice. She supports staff to access opportunities to enhance their knowledge and skills. This helps the quality of education to continually improve over time.
- Children hear new language and understand what words mean. They gain confidence as they speak to staff. However, on occasion, staff do not encourage children to speak to each other. This means that children do not always have extensive opportunities to practise saying the new words they have learned.
- Staff understand that it is important for children to celebrate their uniqueness. They plan opportunities for children to learn about themselves and other people. Children enjoy meeting visitors to the setting. This includes listening to books in different languages. Children talk about their families and the festivals that they celebrate. Children gain an understanding and respect for other people.

Safeguarding

The arrangements for safeguarding are effective.

The manager has created policies and procedures to help to keep children safe. She has shared these effectively with staff. Staff have a strong understanding of the signs that children may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. Staff know the action to take in the event of an allegation being made against an adult. They regularly carry out risk assessments to ensure that the nursery and garden are kept hazard free.

What does the setting need to do to improve?

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

- develop opportunities further for children to develop their physical skills outdoors
- enhance the planning of activities to develop children's interest in the natural world
- build on existing good practice to develop opportunities for children to use expressive language.

Setting details

Unique reference number	EY483360
Local authority	Camden
Inspection number	10289595
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	21
Name of registered person	Swiss Cottage Community Association
Registered person unique reference number	RP534123
Telephone number	02075865272
Date of previous inspection	29 November 2017

Information about this early years setting

Swiss Cottage Nursery registered in 2015 and is situated in Swiss Cottage, in the London Borough of Camden. It is managed by the Swiss Cottage Community Association. The nursery employs five members of staff. Of these, three staff hold relevant childcare qualifications at level 3 or above. The nursery opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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