

# Inspection of Corams Fields Community Nursery and Corams Field Out of School Club

93 Guilford Street, London WC1N 1DN

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Inspection date: 21 June 2023

| <b>Overall effectiveness</b>                 | <b>Requires improvement</b> |
|--|-----------------------------|
| The quality of education                     | <b>Requires improvement</b> |
| Behaviour and attitudes                      | <b>Requires improvement</b> |
| Personal development                         | <b>Requires improvement</b> |
| Leadership and management                    | <b>Requires improvement</b> |
| Overall effectiveness at previous inspection | Good                        |

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

### The provision requires improvement

Children settle happily when they arrive at the setting. They are welcomed warmly by all staff, which gives them a sense of belonging. Staff take time in the morning to speak to all parents, this makes the move between home and the setting easy for children. Children demonstrate that they feel safe and secure. They form positive relationships with one another and the staff present. Children eagerly explore the activities and resources set up for their play and, overall, enjoy their time at the setting. Staff spend time with children as they play. They support some aspects of their learning well.

Leaders have a clear vision for the curriculum. However, there are weaknesses in how staff plan and implement the curriculum, particularly in communication and language. There are some inconsistencies in how staff interact with children and help them to make good progress in their learning. In addition, there are times when staff do not think about how routine activities, such as snack time, impact on children's ability to concentrate and engage fully in their learning.

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

- Leaders have regular discussions with staff about their well-being. They monitor staff and complete supervision meetings with them. However, these are not precise enough in identifying specific targets to help enhance their practice and teaching to consistently good levels.
- The quality of interactions that staff provide is varied. During small-group activities, staff interact with children well, engaging them in conversations. However, staff do not use large-group activities effectively enough to provide consistent and high-quality support for children's language and communication skills. This includes children who speak English as an additional language and children from disadvantaged backgrounds. For example, staff do not interact with children who find it difficult to access activities, such as circle time. Children are left on their own to wander, rather than being supported and encouraged to join in.
- Staff do not fully consider how routines, such as snack time, are implemented in the setting. For example, at times, staff serve food to children while they are taking part in a reading session. This leads to children becoming distracted and disengaged from their learning.
- Every child has a key person allocated. They use timely assessments and observations to plan for children's next steps in learning. However, key staff do not always share specific information with each other, including bank staff, to ensure continuity in children's learning in case of their absence. For example, staff are not aware of some children's skills, including their home language. This means that children's learning is not always supported and extended as much as

possible.

- Staff do not always help children to understand the clear boundaries and expectations of the setting. They do not consistently help children understand unwanted behaviours and the effect these have on others. For example, staff allow children to ride their bicycles in areas of the playground where others are engaged in a group physical activity. This leads to children bumping into one another and impacts on their learning.
- Nutritious fresh food is available for all children daily from the nursery kitchen. Staff are aware of the risk of choking and sit with the children as they eat. Robust procedures are in place to ensure that children with allergies or dietary requirements only receive food that they should. Staff use mealtimes to build children's awareness of healthy food.
- Staff do not fully promote children's physical well-being as they do not consistently implement robust hygiene procedures. For example, young children are allowed to eat their snack while sitting on the carpet, without washing their hands. Also, at times, staff do not notice when children pick up and eat fruit that has been dropped on the carpet.
- Children play outside daily. They enjoy group games together and water activities. Staff provide opportunities for children to practise their small-physical and mark-making skills. Children join in with painting and drawing, as well as gluing and sticking activities with eagerness.
- Parents' comments are very positive. They appreciate the care and attention their children receive. Overall, they feel well informed about their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have suitable knowledge of the possible signs and indicators that may suggest a child is at risk of harm. This includes those who may be at potential risk of radicalisation. Staff know what procedure to follow if they have concerns. Leaders make sure that safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The setting is secure, and children are well supervised. Risk assessments are in place to ensure that all areas of the setting, including the garden, are secure. This helps to keep children safe.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|  | Due date |
|--|----------|
|  |          |

|   |            |
|---|------------|
| provide relevant coaching, support and training to improve the implementation of the curriculum to ensure that staff deliver learning experiences which are purposeful and support children's ongoing development | 21/07/2023 |
| improve behaviour management strategies so that staff have a consistent approach and help children to play safely and share space more successfully   | 21/07/2023 |
| ensure that staff strictly adhere to the setting's hygiene procedure, to prevent the spread of infection and contamination.   | 21/07/2023 |

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

- improve quality of staff interactions with children to fully support children's communication and language development
- ensure that key staff share information with one another and with bank staff, when applicable, so that they all can support children's learning more effectively, during a key person's absence
- ensure that routines of the day do not impact on children's continued engagement in purposeful play and learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 100589  |
| <b>Local authority</b>                             | Camden  |
| <b>Inspection number</b>                           | 10298672  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 36  |
| <b>Number of children on roll</b>                  | 36  |
| <b>Name of registered person</b>                   | Coram's Fields and the Harmsworth Memorial Playground                             |
| <b>Registered person unique reference number</b>   | RP517472  |
| <b>Telephone number</b>                            | 020 7833 0198 and 02033842212   |
| <b>Date of previous inspection</b>                 | 15 October 2018   |

## Information about this early years setting

Corams Fields Community Nursery and Corams Fields Out of School Club registered in 1992. It is located in Russell Square in the London Borough of Camden. The nursery is open on each weekday from 8am to 5.45pm, for 48 weeks of the year and is closed on public bank holidays. The nursery is in receipt of funding for early years education for children aged two, three and four years. There are seven members of teaching staff, including the manager, all of whom hold appropriate early years qualifications at level 3.

## Information about this inspection

**Inspector**  
Agnes Wink

## 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 leaders and has taken that into account in their evaluation of the provider.
- The deputy 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 spoke to several parents during the inspection and took account of their views, including written feedback.
- The inspector held a meeting with leaders and looked at relevant documentation and evidence of staff suitability.
- The manager and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Staff and children spoke to the inspector and gave their views on the setting.
- The inspector observed the quality of education, indoors and outdoors, to assess the impact of this on children's learning.

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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