

Inspection of Sidings Community & Under 5's Centre

150 Brassey Road, London NW6 2BA

Inspection date:

22 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle well. Staff reassure and comfort children to gently ease them into the nursery. Staff know the individual characters of the children well and share positive relationships with them. Younger children develop a can-do attitude. For example, staff teach them how to safely control their movements as they carefully balance along low-level buckets. Although staff want children to achieve, the curriculum is not planned well enough for all children. Some staff do not identify the important skills and knowledge that older children need to gain to ensure consistently good progress. They place too much emphasis on the outcomes of activities, such as creating pictures. As a result, some activities offer less opportunity for learning.

Children positively beam when they are praised for remembering to walk indoors and for helping others. Occasionally, when the level of challenge does not sufficiently match the older children's needs or abilities, they behave less well. Some staff do not offer clear enough explanations about unwanted behaviour, such as snatching resources, to regain children's attention quickly in activities and secure good progress. Parents highly value the nursery. They feel very supported by the 'amazing' staff team, which provides regular information about their children's well-being and progress.

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

- The quality of the provision has declined since the previous inspection. This is due to very recent staff changes. The new manager has diligently prioritised monitoring the effectiveness of practice and has an accurate overview of the variability in practice. She has prioritised the most important aspects for improvement. Staff feel supported and have regular opportunities for professional development.
- Staff work collaboratively with parents and the local authority to support children with special educational needs and/or disabilities. Together, they make regular checks to ensure children continue to receive the help they need. Children benefit enormously from the one-to-one support they receive to participate in activities and routines according to their needs. For example, children fix their focus on objects that light up and play sounds. They delight as they eagerly explore the spinning motions of objects that dance around the floor.
- Most children listen to stories with interest and express their thoughts and ideas about the events in stories. However, not all staff are familiar with the languages children use at home to fully support children who speak English as an additional language (EAL) to acquire good English language skills. This means these children have fewer chances to engage in as many meaningful conversations to extend their English vocabulary.

- Staff working with the youngest children provide a calm and productive environment in which children can freely explore a good range of stimulating activities. For example, they skilfully transfer water, carefully adjusting their movements as they watch it flow 'fast and slow' through funnels. Staff encourage turn-taking through games. For example, children carefully build towers with their friends. Children gain strong independence skills as staff encourage them to spread butter on their crackers and remind them to hang their aprons on hooks when finished.
- The curriculum is less effective for older children. When staff capture their interests, children ably persevere to sort, sift and sequence pegs in specific colours to represent 'cars'. However, some activities lack sufficient challenge, and children quickly lose interest. They do not consistently sustain positive attitudes to learning. Many children ably put on their coats ready for outdoor play. However, some staff eagerly assist children with self-help skills they should be practising in readiness for their next stage in learning.
- Children's health and physical development are promoted well. Staff clean the environment throughout the day and ensure that resources are stored appropriately to keep the playrooms tidy. Children access well-equipped outdoor areas. Staff teach older children how to balance their weight and successfully use the heavy rope to climb on the climbing frame. Children establish secure friendships as they encourage their friends to 'get to the top'. Staff teach young children to use the pedals on bicycles to propel forwards and beam smiles as they practise their new skill. Children learn where their food comes from, taking pride in growing their own vegetables.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles in protecting children at risk of harm. The manager ensures that staff receive the training they need so that they have up-to-date knowledge of identifying and reporting any concerns. The manager works closely with other professionals to protect children's well-being. Staff identify risks in the environment and take steps to promptly reduce these to keep children safe. Parents understand and follow nursery procedures, such as for the safe collection of the children. Secure procedures are followed to ensure that staff are suitably vetted to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that curriculum planning and implementation are effective and build on the knowledge and skills of all children to help them make good progress	27/10/2023
ensure all children become skilful communicators, and provide children who speak EAL with consistent support to improve their confidence in acquiring and practising English speaking skills	27/10/2023
ensure that staff consistently manage children's behaviour effectively so that children learn to manage their impulses and re-engage in activities quickly.	27/10/2023

Setting details

Unique reference number	100559
Local authority	Camden
Inspection number	10301208
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 5
Total number of places	40
Number of children on roll	27
Name of registered person	The Sidings Community Centre
Registered person unique reference number	RP902741
Telephone number	020 7624 0588
Date of previous inspection	24 January 2018

Information about this early years setting

Sidings Community & Under 5's Centre registered in 1992. It operates within a community centre in the London Borough of Camden and is managed by a committee. The nursery operates each weekday, for 48 weeks a year, from 9am to 4pm, and it also offers a play scheme during the school holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 11 members of staff. Of these, eight hold an appropriate early years qualification at level 3, one member holds a qualification at level 2 and one at level 4. One staff member is qualified at degree level.

Information about this inspection

Inspector
Malini Mandalia

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector, with the manager, carried out joint observations of children using the outdoor area.
- The inspector spoke to several parents during the inspection and took account of their views.

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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