

# Inspection of Portobello Day Care Nursery Ltd

244 Acklam Road, LONDON W10 5YG

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Inspection date: 19 October 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff create a calm and welcoming environment for children to play and learn. Children show that they feel happy and safe. Staff provide children who speak English as an additional language with good support to hear new words and gain new knowledge. Staff identify early children who may need extra support with their learning. They give children with special educational needs and/or disabilities positive levels of support and work with other professionals to help them to move forward in their learning. Staff are caring and frequently offer children praise for their efforts and give them gentle reminders about the boundaries of the setting. This helps children to behave very well.

Staff plan a range of activities to help children to learn new knowledge and skills. For instance, children have fun playing with water and staff help children to hear early mathematical language, such as 'full' and 'heavy'. Children discuss different shapes and pretend to make pizzas and cakes with play dough. This helps to support children's creativity, language development and fine motor skills. Furthermore, children enjoy searching for shapes in glitter and rice, and staff help them to develop their knowledge of colours and sizes.

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

- Staff plan a range of activities to help children to learn about other people's lives that are different to their own. For instance, children learn about a range of cultural festivals, such as Ramadan and Christmas. They enjoy dressing up and sharing food. This helps children to learn about different ways of life and helps them to develop positive attitudes towards diversity.
- Staff gain relevant information from parents when children first join the nursery to learn about their interests and stage of development. Staff use this information to plan experiences to start to close any possible gaps in children's learning. Staff monitor children's development and provide parents with frequent updates on their new achievements. Children make good progress in relation to their starting points and show positive attitudes towards learning.
- Staff help children to lead healthy lifestyles. For instance, they provide healthy snacks and plan activities, such as throwing balls and riding on wheeled toys, to help their coordination and physical well-being.
- Staff support children to learn about their emotions. For instance, staff talk about their own feelings in a positive way and ask children about how they feel. This helps to support children's personal and emotional development. In addition, children develop good bonds with staff.
- The manager and staff form good relationships with parents and carers. Parents are happy with their children's experiences at the nursery. They state that they feel well informed about their children's learning and progress. They also

comment that staff are kind and welcoming. Furthermore, they explain that their children are making good progress.

- The manager works closely with other professionals to build on the quality of the nursery. For instance, staff implement suggestions for improvement from the early years team at the local authority. In addition, staff receive mentoring from the manager to develop their knowledge and practice. Overall, staff understand how to support children's development across the different areas of learning. However, they do not fully maximise professional development opportunities to develop their curriculum knowledge to the highest level.
- Although staff interactions with children are generally good, on occasions, some staff do not always allow children to take the lead in play. This sometimes reduces opportunities for children to fully develop their imagination and express their own ideas.
- Staff introduce children to new language during play. For instance, they read books and sing songs to support their understanding of new words. However, at times during conversations, some staff do not always allow children enough time to process and respond to their questions before offering an answer for them. This sometimes reduces children's opportunities to fully develop their thinking skills to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The manager completes vetting checks and provides staff with an induction to ensure that they are suitable for their roles and that they understand their responsibilities. Staff understand different indicators that may suggest a child is at risk of harm. Staff know the correct reporting procedures to follow if they have a concern about a child's well-being. Staff complete daily checks of the indoor and outdoor environments to minimise hazards and help to keep children safe as they play.

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

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

- enhance staff's opportunities for ongoing professional development to support them to further embed their knowledge of the curriculum to an even higher level
- allow children to take the lead more during play to develop their imagination further
- strengthen staff's interactions with children to allow them more time to think and respond to their questions to help develop children's thinking skills and language development further.

## Setting details

<b>Unique reference number</b>	EY296614
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10301209
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Portobello Day Care Nursery Ltd
<b>Registered person unique reference number</b>	RP907304
<b>Telephone number</b>	0208 964 5882
<b>Date of previous inspection</b>	24 January 2018

## Information about this early years setting

Portobello Day Care Nursery Ltd registered in 2004 and is located in the Ladbrooke Grove area of the Royal Borough of Kensington and Chelsea. It is open each weekday from 9am to 3pm during term times, and receives funding to provide free early education to children aged two, three and four years. The nursery employs five staff, all of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Amy Mckenzie

### 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 manager and has taken this into account in their evaluation of the setting.
- The inspector carried out a number of observations and assessed the quality of education.
- The inspector spoke to parents, children and staff to gain their views about the nursery.
- A range of documentation was viewed, such as staff qualifications and training certificates.

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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