

Inspection of Soho Family Centre Nursery

St James Residences, 23 Brewer Street, London W1F 0RN

Inspection date: 24 October 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 separate from parents happily. They are greeted by friendly staff and encouraged to self-register. Following this, children quickly immerse themselves in the different activities on offer. Throughout the day, children benefit from accessing a range of activities, such as breathing exercises, meditation, breathing buddies and yoga. This helps children remain calm and interact with their peers and the adults, who have high expectations of children's behaviour. Staff also act as positive role models, demonstrating positive attitudes to learning.

Staff build on children's interests and use their knowledge of individual children's stage of development to plan a curriculum that is purposeful and exciting. For example, older children enjoy following recipe cards and using their mathematical knowledge of measures to make their own play dough independently. Staff guide younger children, providing more support in encouraging them to follow instructions to make the dough. Babies enjoy exploring, playing with and manipulating the play dough. This helps develop their hand-eye coordination and prepares them well for the next stage in their learning and development.

Children enjoy making different potions with their friends. They take turns to pour and mix different-coloured liquids together. Older children use mathematical language related to measure and capacity, such as 'full', 'empty' and 'half-full', in their play. Younger children are learning how to hold a jug, with support. This will help them develop their independence skills, enabling them to pour their own water when they are thirsty.

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

- Staff have created an interactive 'managing emotions' display that supports children to manage their emotions, enhancing their ability to co-regulate and self-regulate positively. This has helped create an environment that is calm and purposeful.
- Staff introduce children to a range of songs and stories where children learn new vocabulary. They ask children questions to develop their critical thinking skills. However, on some occasions, children are not given sufficient time to think and respond to questions to demonstrate their understanding.
- Staff plan activities that enable children to practise developing a wide range of skills, such as climbing, balancing and jumping. However, at times, staff do not plan opportunities that provide children with further challenge to enhance their physical development skills.
- Managers provide staff with monthly training to support and develop their practice. In addition, room leaders provide staff with regular coaching and mentoring. Staff express that they feel well supported by managers and are

confident to seek further support. For example, staff feel they are able to support children with special educational needs and/or disabilities (SEND) more effectively by seeking support from the special educational needs coordinator (SENCO).

- The SENCO works closely with the local authority inclusion team to support staff and parents to meet the needs of children with SEND. This enables staff to recognise children's needs and implement appropriate strategies to support children with SEND to make good progress.
- Children enjoy exploring different food from around the world in the home corner. This encourages discussions about food from different cultures, and children confidently discuss the food they eat at home. Children use a bread knife, with adult supervision, to cut the different fruits and vegetables. This helps them to cut their food independently using a knife and fork at lunchtime.
- The nursery implements and follows a curriculum based on its unique pedagogy. Staff ensure children's prior learning is revisited and built on through current activities. This supports children to embed their learning further. Key persons know their children well, which helps them to plan a curriculum that promotes positive outcomes for all.
- Managers and staff have built strong relationships with parents and external professionals. Staff work well with parents and share strategies parents can use to support their child's learning at home. Managers ensure staff benefit from coaching sessions from the pedagogy coach to improve their teaching skills. The manager has developed good relationships with leaders from the local primary schools. This helps children with their transition to school.
- Children benefit from accessing the 'dental station'. This helps develop their understanding of the importance of good oral hygiene. Staff teach children about different foods and drinks that are healthy and good for their physical development. Children enjoy making their own fruit pots, where they select fruit and yogurt to create their own healthy snack.
- Children are motivated and excited to explore the different activities on offer. Their knowledge and understanding of different emotions help children manage their feelings and behaviour well. They demonstrate positive attitudes towards their learning and work well with their peers.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have completed mandatory training on safeguarding. Managers quiz staff on different safeguarding themes during supervisions, staff meetings and room leader meetings. They identify gaps in staff's knowledge and provide further training to ensure all staff possess a good knowledge of how to safeguard children from risk of harm. Staff demonstrate a good understanding of the systems and processes to follow in reporting any concerns to safeguarding leaders. They also carry out daily risk assessments to ensure the premises and resources are safe and suitable for children to use.

What does the setting need to do to improve?

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

- allow children more time to reflect and respond to questions
- maximise opportunities for children to take appropriate risks and challenges to enhance their physical resilience skills further.

Setting details

Unique reference number	EY473676
Local authority	Westminster
Inspection number	10305447
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	1 to 4
Total number of places	40
Number of children on roll	38
Name of registered person	The London Early Years Foundation
Registered person unique reference number	RP901332
Telephone number	02074391578
Date of previous inspection	21 February 2018

Information about this early years setting

Soho Family Centre Nursery registered in 2014 and is situated in the London Borough of Westminster. The nursery employs 11 members of childcare staff. Of these, nine hold suitable qualifications at level 3. The nursery is open all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The deputy manager led the inspector on a learning walk and told the inspector about what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager carried out joint observations with the inspector.
- Staff and leaders shared their views with the inspector.
- The inspector sought views from parents and gathered their views about their experiences of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates, and Disclosure and Barring Service checks.

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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