

Inspection of Miss Delaney's

Avondale Park Lodge, Walmer Road, London W11 4PQ

Inspection date: 31 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 arrive confidently, waving goodbye to their parents and carers, demonstrating that they feel safe and secure. Staff place great importance on nurturing children as individuals. As a result, children show that they feel valued. Staff are good role models and establish clear routines to help create a calm atmosphere. Staff encourage children to share and take turns so that they are respectful and kind. Children show consideration and have developed close friendships with each other.

Staff encourage children to develop their imaginations. Children celebrate together as they arrive dressed in their Halloween costumes and join in with the activities with enthusiasm. They mix and roll out dough, create shapes and decorate their Halloween biscuits. Staff introduce numbers into their play as children count objects and match these confidently to the corresponding number on the card.

Staff use every opportunity to reinforce language and extend and model vocabulary with children. Children confidently join in and retell stories with enthusiasm. They take part in activities that enable them to recognise the sounds letters make. Staff encourage children to discuss their ideas and share their thoughts; they listen to children's responses to extend their learning.

Staff have high expectations for all children, including those with special educational needs and/or disabilities. Staff are proactive in seeking early help for children when needed. Children show very high levels of emotional well-being. Staff provide tailored settling-in sessions for each child and there is a strong key-person approach.

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

- Children confidently serve themselves fruit at snack time. They pour drinks and help each other when their friends need a top up. Staff acknowledge this effort and encourage children to develop a sense of community. Children learn about respect and tolerance for others. They tidy away toys and resources together, ready for the next activity. They are learning about caring for their environment and each other.
- Staff plan activities based on children's interests, abilities and areas for development. There is a collaborative approach to developing the curriculum. The manager has made recent changes with her staff team to further support this aspect. This means that staff are clear about what they want children to learn next. They can focus their teaching effectively on supporting children's learning and continue to build on what children already know.
- Children receive good support as they get ready to move on to their next stage

in learning. They are motivated to explore and investigate and show high levels of curiosity and concentration. However, the organisation of some adult-led activities and responses during children's spontaneous play could be further improved to ensure that all children remain focused and engaged.

- Children have plenty of opportunities to be active and explore the environment. The outdoor space is planned well to provide children with rich opportunities to develop their movement and balance. Children have great fun playing together with water sprays. Together, they practise filling and emptying the containers with staff who fully join in with the fun. Staff also organise exciting experiences with outings in the park and surrounding area, where they teach children to develop their knowledge and understanding of the natural world.
- Children are taught how to be safe and show that they understand this. En route to outings and their other setting, staff explain to children how risks can be minimised. They explain why it is good to wear high-visibility jackets and hold an adult's hand to ensure their safety.
- Leadership is strong. The manager and staff say they are well supported and feel that their voices are heard. The knowledgeable manager is dedicated to making sure the setting continually progresses. She leads an equally dedicated staff team. The manager spends time in each room supporting staff and children. She consistently observes staff interactions with children and offers constructive feedback to help improve teaching and to provide role modelling and support. This is highly valuable in establishing and reinforcing continuing professional development and well-being.
- Parents value the manager and her team highly. They appreciate the many ways that staff communicate with them about their children's progress. Parents comment on the individualised approach offered, such as how well their children's additional languages are included. They are so impressed with how happy their children are to attend each day.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding. They can identify concerns about the welfare of children. They know how to correctly refer any concerns to the designated safeguarding lead and other professionals. The manager ensures that all staff continue to be suitable to work with children through regular supervision and checks. Staff new to the team are supported to understand how to keep children safe through a clear induction process. Staff carry out regular checks of the environment to ensure it is safe for children. Children are always well supervised. This includes on outings and when en route to their other site.

What does the setting need to do to improve?

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

- strengthen interactions with the children during their spontaneous play to further enhance their learning experiences
- review the organisation of large-group activities to ensure that all children are consistently well engaged.

Setting details

Unique reference number	EY488162
Local authority	Kensington and Chelsea
Inspection number	10286094
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	3 to 4
Total number of places	45
Number of children on roll	13
Name of registered person	Miss Delaney's Nursery Schools Limited
Registered person unique reference number	RP909259
Telephone number	02076036095
Date of previous inspection	31 October 2017

Information about this early years setting

Miss Delaney's registered in 2015. It operates in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday during term times and offers sessional places between 8.30am and 4pm. Of the 10 staff who work at the nursery, nine members of staff hold relevant qualifications equivalent from level 3 to level 7. Three staff hold qualified teacher status and one holds early years professional status. The nursery offers funded places for children aged three and four years.

Information about this inspection

Inspector

Catherine Greene

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 provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views through verbal feedback. The inspector took these views into account.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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