

Inspection of Rooftops Nursery

Priestly House, Athlone Steet, Kentish Town, London NW5 4LN

Inspection date: 26 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

The manager is passionate about wanting children to thrive. Staff are warm and caring and they strive to create an environment that is nurturing. Children quickly learn how to behave; they are well mannered and polite to each other. Children are excited about coming to nursery to see their friends. They learn to take turns when they play with peers. There are security systems in place to ensure that the building is safe.

The curriculum is child centred. Staff meet regularly to plan activities that motivate children to learn. They teach children familiar songs and nursery rhymes. Staff have attended specialist training to support children's communication and language skills. They teach children new vocabulary. Staff read books to children during circle time routines and children develop good listening and attention skills.

Children have access to a well-organised outdoor space and outdoor play equipment. They learn to ride bikes and scooters. They giggle with excitement as they play chasing games. Children have access to a wide range of resources. They concentrate well and show confidence when they interact with activities. Children like to talk about their feelings, saying, 'I'm not scared of spiders!'

Staff are very attentive and children quickly make bonds with them. They know when to ask for assistance, saying, 'I need help.' Staff have good routines in place and children know what to expect.

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

- Children with special educational needs and/or disabilities make good progress. Staff support children to develop their self-regulation skills. For example, when children are frustrated, staff model how to manage their emotions. This helps children learn to bounce back when they are upset.
- Children are taught how to be resilient and to persevere when they find things difficult. They respond positively to praise and feel proud about their achievements, saying, 'I did it!'
- Staff teach children to develop a sense of belonging. Children look forward to mealtimes together. They are eager to find their place mats and sit with peers. Children are taught how to use cutlery. Staff teach children about where the food comes from, for instance that apple juice comes from apples. Children are encouraged to eat a healthy diet. They enjoy eating fruits and vegetables.
- Staff act as excellent role models and, as a result, children learn to be helpful, asking, 'Can I give out the water bottles?' They listen and follow instructions. Staff encourage children to ask questions and they learn how to be curious. Staff teach children right from wrong and children learn how to be respectful towards

each other.

- Children learn about hand hygiene and develop good habits. They tell staff, 'I've finished washing my hands.' Staff support children to develop their independence skills. Children quickly learn to establish toileting and self-care practices.
- The manager seeks ways to develop the nursery. She has established good links with the local authority and other agencies. She is supportive, and staff work well together and enjoy being at the nursery. Staff have regular supervision meetings to support them to carry out their roles and responsibilities. They also attend staff meetings.
- Since the last inspection, the manager has introduced a broad programme of continuous professional development. This has enhanced staff practice and helped them gain a wide range of knowledge and skills. Systems to monitor the implementation of staff's new learning are not yet refined enough to ensure that teaching is consistently of the highest standard and that children benefit fully across all parts of the provision.
- Partnerships with parents are good. Parents say that staff have created a home-from-home, family-orientated environment. As a result, they like bringing their children to the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager has properly vetted staff to ensure they remain suitable to work with children. There is an effective key-person system. Staff know children very well and recognise changes in children's mood and behaviour. Children feel confident to ask for help and staff teach children how to be safe. Children are supervised at all times. Staff have implemented systems into the routine to ensure that all staff are aware of children with allergies and special dietary requirements. Staff conduct regular checks to minimise risks and hazards. They have attended relevant training to be alert to when children might be at risk of harm or abuse.

What does the setting need to do to improve?

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

- develop systems to monitor the impact of training and coaching across all parts of the provision to ensure staff's learning is implemented consistently.

Setting details

Unique reference number	100608
Local authority	Camden
Inspection number	10307934
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	32
Number of children on roll	16
Name of registered person	Walton, Elaine
Registered person unique reference number	RP511642
Telephone number	020 7267 7949
Date of previous inspection	20 March 2018

Information about this early years setting

Rooftops Nursery registered in 1994. The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Ihezie

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 the inspector completed a learning walk together.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector observed staff and children's interactions.
- The inspector met with the manager and checked relevant documents.

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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