

# Inspection of Caversham

Vadnie Bish House, 33-43 Caversham Road, LONDON NW5 2DR

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Inspection date: 5 August 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The staff are very caring and form strong emotional bonds with their key children. This helps children to gain a sense of belonging in the safe environment. Nursery leaders plan a broad curriculum that promotes children's well-being and excitement to learn. Staff know their key children well and have clear intentions for what they want children to learn next. They check children's understanding as they play with them. Staff sequence children's learning well to support their progress over time.

Staff are very sensitive in supporting children who struggle for a while to settle into the nursery. They work closely with parents to ease the transition from home. Staff arrange bespoke settling-in sessions that are planned around the needs of individual children. They make sure they are close by to reassure and give children a cuddle, when needed. This helps children begin to understand and enjoy the daily nursery routines at their own pace. Staff are very respectful to children and have high expectations for their behaviour. This supports children to manage their feelings and learn to be polite and caring to others. Staff help children to gain the skills that help them make friends and understand the needs of others.

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

- The setting has developed a well-thought-out curriculum, which helps children to build on their skills and understanding and move on to their next stages in learning. The play environments are carefully planned by staff, who know the children very well. Staff know what each child needs to learn next. They provide familiar toys for children who are transitioning into the new rooms. For example, children thoroughly enjoy having a pretend tea party with staff in the garden and pretend to serve the staff and their dolls tea.
- Overall, staff support children's communication, literacy and language well. For instance, they use targeted programmes such as a 'bucket time' activity to help toddlers focus for longer periods and develop their vocabulary. Staff skilfully model language and narrate as they play with pre-school children. This helps children develop their vocabulary. However, at times during discussions with older children, staff ask several closed questions. This does not support children's critical thinking skills or give them opportunities to build on developing their ideas or thoughts.
- Children behave well in the setting. They respond to reminders from staff to use 'kind hands'. Staff praise children for their efforts and achievements throughout the day.
- Staff promote consistent messages about healthy hygiene routines, such as handwashing and brushing teeth. Children enjoy a wide range of nutritious, balanced meals and snacks. In addition, staff encourage children to tend to their garden, where they grow tomatoes, herbs and apples that they can eat at

mealtimes. This further supports children to learn about the positive choices that contribute to healthy lifestyles.

- Children explore the outdoor area and learn about the world around them. They select from a variety of resources outdoors. The youngest children run excitedly and ride on wheeled toys. Pre-school children show they are fascinated by an orange ladybirds they find outdoors. Staff encourage children to explore what they already know about ladybirds and share this with their friends. Children learn to use posters to recognise different types of minibeasts. They count the spots on the ladybirds and compare them to the worms they have dug up in the mud.
- Nursery leaders target any additional funding effectively. Children with special educational needs and/or disabilities benefit from additional adult support to enable them to access the curriculum and continue to learn. Staff fully utilise the advice they receive from other professionals and have access to training and coaching opportunities that enhance their strong practice.
- Partnerships with parents are effective. Staff keep parents informed about their child's progress. They often invite them to the pre-school for various events. For example, parents recently attended an end of term party. Staff provide parents with information about what their child is learning. They encourage children to borrow books from the 'book library' to share at home. However, staff do not tailor home learning activities to children's individual next steps for a consistent approach to their development.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- embrace all learning opportunities and act on where children's critical thinking skills and opportunities for further language development can be extended, for example, by asking open questions
- tailor home learning more precisely to meet children's individual needs for a consistent approach to their development.

## Setting details

<b>Unique reference number</b>	EY435722
<b>Local authority</b>	Camden
<b>Inspection number</b>	10238717
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Queen's Crescent Community Association
<b>Registered person unique reference number</b>	RP521544
<b>Telephone number</b>	02072676635
<b>Date of previous inspection</b>	14 November 2018

## Information about this early years setting

Caversham Nursery registered in 2011. It is situated in Kentish Town, in the London Borough of Camden. The nursery is open each weekday from 8am to 6pm, all year round, except for bank holidays. The provider employs 11 members of staff, of whom 10 hold relevant early years qualifications at level 6 to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## 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 that into account in their evaluation of the nursery.
- The manager took the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views on the nursery with the inspector.
- The inspector had a long discussion with the manager, sampled relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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