

Collingham Gardens Nursery

Henrietta Mews, Off Handel Street, Bloomsbury, London, WC1N 1PH

Inspection date

Previous inspection date

03/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- The nursery garden is a rich learning environment for children. They enjoy abundant opportunities to expand their imagination and develop physically and emotionally.
- Children feel safe and secure within a warm and welcoming environment. The highly effective key person system enables them to form secure attachments with the staff.
- Staff provide an enabling environment in which children develop high levels of confidence and independence.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities throughout the nursery and garden.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector held meetings with the manager and spoke to staff throughout the inspection.
- The inspector spoke to several parents and carers about their views of the nursery.
- The inspector checked evidence of the suitability of staff working with the children and discussed safeguarding procedures.

Inspector

Christine Bonnett

Full Report

Information about the setting

Collingham Gardens Nursery registered 2012 and is managed by a voluntary committee made up of parents of children attending the nursery. It operates from two main rooms within purpose built premises in the Kings Cross area of the London Borough of Camden. Children have access to a secure outside play area. The nursery is open each weekday for 48 weeks of the year from 8.30am to 5pm. The nursery supports children who have special educational needs and/or disabilities and children who learn English as an

additional language. There are currently 28 children aged from two years to under five years on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The nursery is registered on the Early Years Register. The provider employs seven staff, five of whom hold appropriate early years qualifications. This includes one staff member who has Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- strengthen opportunities for children to acquire basic skills in turning on and operating some information and communication technology equipment, for example, through more regular opportunities to use the laptop to help prepare them for future learning at school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children flourish because staff recognise the uniqueness of each child and support their learning and development extremely well in relation to their starting points. Staff identify the next steps in children's learning accurately through observation and assessment. They plan and provide exciting, challenging activities and experiences that are tailored to the needs of each child. The quality of teaching is excellent because staff have a secure knowledge of the Early Years Foundation Stage requirements, and how children learn. They use their skills and knowledge to underpin children's learning and development across all areas. Consequently all children become active learners. They are highly motivated and fully engage in the balance of child-initiated and adult-led play experiences that are available across all the areas of learning. The information gained from observations, assessment and planning also forms the basis of the required progress checks for children aged two years. Staff support children who have English as an additional language to settle well by learning key words and phrases in the child's first language. They also tailor the settling in period to suit the needs of the child and parent. This helps to ensure that all children and their families are equally supported. Parents are very involved in their children's learning. For example, staff provide activity cards, which include quick and simple activities that parents can do with their children at home to further support their learning. Parents are further involved with the nursery by spending time at weekends maintaining the garden and helping to ensure that it remains a very special environment for children.

Staff are highly skilled at extending children's play and engage them in conversation in order to encourage them to think critically and develop their language. They have fun singing repetitive rhymes together, such as 'zoom zoom zoom we're going to the moon'. These songs help children learn the similarities between words and develop vocabulary. Staff use regular story times to promote children's language development. Children listen and respond with great excitement when looking at books together and listening to stories. As a result, their early reading skills are promoted extremely well.

The children benefit significantly from the large and excitingly resourced garden. Both staff and children enthusiastically use it as often as possible throughout the day. Staff fully understand the importance of outdoor play and have created a rich learning environment that is used exceptionally well to promote all areas of learning. Children eagerly put on boots and appropriate clothing to take advantage of the numerous play opportunities available for them. These include digging in the mud, planting bulbs, looking at spiders and feeling and smelling the herbs in the sensory area. Children also develop their physical skills because they balance on planks, run up and down slopes and walk-ways and play in the tree house and tent. Older children learn that providing they let an adult know, they can also climb the trees. This inspiring garden tests and challenges children's confidence and abilities and motivates them to succeed. It also enables them to assess risk and find solutions to problems.

The calm atmosphere of the nursery and the highly effective partnerships staff enjoy with parents helps all children to settle well into the nursery routine. Children are well supported by caring staff and are able to send emails to their parents for reassurance if they are feeling sad. Children move around the rooms with confidence and increasing independence. They play cooperatively together and form friendships. They have great fun inventing games together, such as pirates, and choosing which outfits to wear from the well-resourced dressing-up rail. Programmable toys and equipment are available to enable children to learn the purpose and function of information and communication technology in readiness for school. However, the laptop is not as readily available each day; therefore, children have fewer opportunities to develop the skills needed to use a keyboard and mouse.

The contribution of the early years provision to the well-being of children

The highly effective key person system contributes towards children's feelings of security and well-being. The six monthly link meetings between parents and their child's key person provide an opportunity to exchange and up-date all relevant information about the child's development and progress at home and in the nursery. Staff also use these meetings to work with parents to plan a smooth and successful transition for their child from one room to another within the nursery and the major transition to school. As well as these formal meetings, parents and staff share information on a daily basis to ensure the immediate needs of the children are met.

Children's behaviour is exemplary. They learn how to behave and know what is expected

of them within a nurturing environment. The nursery rules include being nice to each other, sharing and taking care of their friends. For example, older children understand that although they can make pretend swords with sticks as part of their imaginative play, they must not use them to harm or endanger others. This also clearly promotes children's awareness of keeping themselves and others safe. Staff encourage children to learn and develop the skills that will support and benefit them at school. These include dressing themselves, using the toilet independently and developing appropriate hygiene practices.

Children enjoy healthy and nutritious meals, which are prepared on the premises each day and take account of their specific dietary requirements. The menus are emailed to parents weekly to ensure they are kept well informed. Children eagerly discuss which foods are healthy to eat, and which are bad for your teeth. All children are supported to serve their meal themselves at lunch time. This further promotes their increasing independence. Staff eat with the children and act as good role models by demonstrating social skills and creating a warm and pleasant occasion.

The nursery is conducive to children's learning. It is very well resourced with an extremely wide range of play materials that are used well by staff to support children's learning. Children know where to find equipment they wish to use and display the characteristics of effective learning. They explore and engage with the equipment with relish both indoors and outside as they develop their own learning.

The effectiveness of the leadership and management of the early years provision

The nursery manager is a highly effective role model for her motivated staff team. The nursery is seen as an exemplar of good practice by the local authority and worthy of sharing its exceptional practice with others. The manager spends time working directly with the children and consequently is able to monitor their progress well and also provide high-quality professional supervision for staff. There is a strong culture of continuous professional development amongst the staff who encourage and welcome ongoing training opportunities.

Children benefit significantly from the proactive parents' committee. The committee and the manager share the same vision for the nursery and work extremely well together to identify where further enhancements to the existing excellent practice can be made to benefit the children. Recent initiatives include introducing 'home/nursery books'. These enable parents to write down any significant events that have happened at home. Staff talk to the children about them and encourage them to recall the event and share it with others. This clearly helps to promote children's thinking and language skills. Children's views are also sought as part of the self-evaluation process. Their views are respected and acted on, such as reorganising rest times for children who are older. Children state that they particularly like playing in the garden. Plans for the future include structural changes to create more space and better facilities for children, staff and the wider community.

The manager and her staff team fully understand the importance of safeguarding the

children. Robust recruitment procedures ensure that the suitability of all new staff to work with children is rigorously assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. Detailed risk assessments and routine safety checks of the building and garden also contribute significantly towards the children's safety.

Staff engage with parents extremely well. All parents spoken to at the inspection stated how much they value the nursery and the work of the staff. They commented on how the close, community feel of the nursery helps to make the children feel safe and secure. Very strong partnerships are formed between parents, staff and other agencies to ensure ongoing monitoring and support is effective in promoting children's development. The highly focused monitoring of children's progress and development means that staff quickly identify if a child requires additional support. Strong links with other agencies ensure that children's specific needs are assessed and that appropriate support is given.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY448266
Local authority	Camden
Inspection number	807692
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	28
Name of provider	Collingham Gardens Nursery
Date of previous inspection	Not applicable
Telephone number	02078373423

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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