

CCN Montpelier Nursery

115 Brecknock Road, London, N19 5AH



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| Inspection date | 9 March 2018 |
| Previous inspection date | 8 December 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager regularly reflects on the quality of the provision, taking account of the views of others. The improvements she makes have a positive impact on children's outcomes. For instance, in response to parents' requests, staff have planned more regular outings for children, to enhance their understanding of the world.
- Partnerships with parents are effective. Parents say that they are given a good range of information about their children's learning and development, which helps them to support these at home. For instance, they receive weekly newsletters about nursery activities and topics, as well as regular feedback from their children's key persons.
- Children and staff form exceptionally close, caring relationships. Staff are sensitive and responsive to children's individual needs. They show a genuine interest in children's lives and get to know them extremely well. Children demonstrate they are very confident and secure in the setting. They happily greet their friends as they arrive and quickly become engaged in activities.
- Children make steady progress from their starting points and most are achieving at levels typical for their age. Staff identify where individual children's development is not as it should be. They seek support from other professionals, where required, and form effective partnerships to help close the gaps in children's learning.

It is not yet outstanding because:

- Although staff track the progress of individual children, the manager does not make the most effective use of this information to identify any variations in the progress of different groups of children so that she can target teaching as effectively as possible.

What the setting needs to do to improve further

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

- develop further the systems for monitoring children's development, to ensure that children from all groups, including the most able, make the best possible progress in all areas of learning.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and she assessed the quality of teaching and its impact on children's learning.
- The inspector held a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector held discussions with parents and took account of their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The manager has strong systems to guide the well-qualified staff and support their ongoing professional development. For example, she uses regular supervisions to help staff reflect upon their strengths and identify training needs. Staff regularly attend a range of training to help broaden their professional skills. For instance, staff have developed their understanding of how children learn in different ways, which has helped to improve their curriculum planning. Safeguarding is effective. The manager and staff have a clear understanding of what to do if they have any concerns about a child's welfare. They have robust systems to help maintain children's health and safety at nursery. For example, they carry out regular risk assessments to help ensure that indoor and outdoor areas are free from hazards.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their progress to find out what they need to learn next. They show interest, listen and respond to children's ideas to enrich their learning. For instance, a group of children wished to make a pool for the toy dinosaurs. Staff encouraged them to use their own ideas and decide what to add to the dinosaur habitat. Staff introduced interesting words, such as 'splash', 'stomp' and 'bounce', to enhance the children's vocabulary. Staff support children's understanding of size and measurements well. For example, they encourage children to use tape measures to help them find out how tall they are in comparison to their friends.

Personal development, behaviour and welfare are outstanding

Staff provide a highly stimulating environment and a wide range of activities, indoors and outdoors. They have an excellent understanding of how active play enhances young children's health and promote this at every opportunity. For instance, staff join in enthusiastically with children's games outdoors. They encourage children to be physically active and show them how to move in different ways, to support their large- and small-muscle development. Children become highly independent and develop excellent personal care skills. For example, older children confidently assist with tasks, such as setting the table at mealtimes. Children's behaviour is exemplary. Older children show extremely high levels of self-control and cooperation as they play. For instance, they help each other to find resources and negotiate their roles during pretend play.

Outcomes for children are good

Children acquire a good range of skills to support the next stages in their development, including being ready to start school. They are highly motivated to explore and lead their own learning, and make the most of the varied opportunities to express themselves creatively. For example, children designed and made a large model of an aeroplane, using junk and collage materials. They thoughtfully added features and decorations to their model, using ideas from their own imaginations as well as their knowledge and experience of aircraft. Children develop a keen interest in books. They enjoy listening to stories and looking at books independently.

Setting details

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| Unique reference number | 100616 |
| Local authority | Camden |
| Inspection number | 1126405 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Camden Community Nurseries Limited |
| Registered person unique reference number | RP905184 |
| Date of previous inspection | 8 December 2015 |
| Telephone number | 020 7485 9813 |

CCN Montpelier Nursery opened in 1992 and re-registered in 2012. The provider employs eight members of staff, all of whom hold appropriate early years qualifications. The manager and another staff member are qualified at level 6, while other staff are qualified at level 3 or level 2. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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