

Thomas Coram Centre

49 Mecklenburgh Square, LONDON, WC1N 2NY

Inspection date

14/01/2014

Previous inspection date

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's safety and security are of paramount importance to the nursery. Staff receive regular safeguarding training to ensure the protection of all children.
- Rigorous risk assessments are carried out daily to ensure the environment and resources are safe for children to use. Staff are extremely well deployed throughout the nursery to ensure that all children are supervised and within sight or hearing of staff at all times.
- All staff are highly skilled and sensitive in helping children to form secure emotional attachments. Staff encourage children's social interaction, and use of language, to help them build successful relationships and develop skills for the future.
- Children are exceedingly confident, inquisitive, imaginative and very eager to learn. The exceptionally effective assessment, planning and tracking systems ensure that all children's interests and abilities are promoted and they make extremely good progress.
- Partnerships with parents are highly successful and parents make an extremely important contribution to the provision of effective learning experiences for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the nursery playrooms, conservatory and garden.
- The inspector spoke with the head and deputy head teachers, staff and children.
- The inspector took account of parents' views by speaking to them and reading parent feedback.
- The inspector carried out joint observations with the senior staff of the nursery.
- The inspector looked at policies and procedures, risk assessments, staff suitability and qualification records, children's development records, accident and incident records and registers.

Inspector

Jenny Forbes

Full report

Information about the setting

The Thomas Coram Centre Day Nursery registered in 1998. It is registered on the Early Years Register. It is owned by the London Borough of Camden and managed by a board of Governors. The nursery is situated in a purpose built Children's Centre building in the London Borough of Camden. The nursery operates from seven playrooms and there is a large enclosed garden area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery opens for 48 weeks of the year, Monday to Friday, from 8am until 5.30pm and closes at 3.30pm on Wednesdays for Centre development. Children attend for a variety of sessions. There are currently 112 children attending who are in the early years age group. The nursery provides funded early education for children aged two, three and four years. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 26 members of child care staff, all of whom hold appropriate early years qualifications at level 3 or above. Four members of staff hold Qualified Teacher Status and one Early Years Professional Status.

What the setting needs to do to improve further

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

- provide children with more opportunities to serve themselves at mealtimes to further develop their independence and skills for the future.

Inspection judgements

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

Children's learning and development is extremely well supported through staff's excellent knowledge of how children learn. This ensures that children's progress in all areas of learning is exceptionally well promoted. The confident and enthusiastic staff team work exceeding well together, support each other and have a secure understanding of the Statutory framework for the Early Years Foundation Stage. The quality of teaching is robust throughout the nursery. Assessments of children's starting points on entry to the nursery are shared with parents to ensure children make excellent progress from the beginning. Parents are fully involved in supporting their children's development as they jointly agree with staff their children's next steps in learning.

Staff continually utilise their expert skills to extend children's learning through everyday activities and experiences. For example, when children make castles in sand, skilful staff

use careful questioning techniques to build on their experiences of holidays by the sea, to encourage recall and thinking skills. They talk about airports and passports and the development of other languages. This supports children's understanding of the world. Children's use of language and communication are supported as staff remind them to use words rather than actions when managing their own conflicts with other children, also building relationships and consideration for others.

Children make choices and decisions. They learn to explore and investigate. Outstanding progress is achieved by all children because staff use their understanding of individual children's needs, gained through close observation, to provide stimulating and imaginative resources to enhance their learning and development. An excellent balance of child-initiated and adult-led activities provide children with plenty of challenge and encourages their natural curiosity to learn. Children are enthusiastic and well motivated, eager to participate and consistently demonstrate the characteristics of effective learning. For example, a small group of children build a construction out of large wooden bricks. Staff encourage children to negotiate and work together as a team. They help children to think by asking open-ended questions such as 'might you need help lifting that?' and 'are there any other things you could add?' They introduce mathematics by asking how many crates they need to add to their structure and how high they are going to build it.

Children's physical development is very well promoted in the nursery, indoors and outdoors, as they learn to manipulate tools, pens and brushes. Their physical skills are challenged as they climb and balance on a low tree branch. Children explore the natural properties of soil and sand. They plant seeds, grow and harvest plants for food to eat at home and nursery. Children use their imagination as they take pots of soil to represent ingredients for cooking. They tell staff they need sugar, flour and eggs to make a cake. This demonstrates the effectiveness of previous learning and excellent memory skills.

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

The highly effective key person system ensures that every child forms secure emotional attachments. Children of all ages build secure relationships with staff and each other. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar, stimulating and attractive surroundings. Staff know and understand the children extremely well. All children settle well because staff are very well known to them from previous home visits. Staff have an excellent understanding of children's individual likes and dislikes, needs and care routines. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and wash their hands. Staff work in partnership with parents to support children who are potty training, and nappy changing routines are discreet and hygienic. Daily feedback books are shared between staff and parents to give details of these important personal care routines.

Children with medical and dietary needs are exceptionally well cared for as all staff, both childcare and catering, work with specialists to ensure that children receive nourishment while avoiding the substances and ingredients that could harm their health. Children enjoy

freshly prepared, well-balanced and nutritious meals and snacks and babies relish the independence of learning to feed themselves. Babies enjoy sitting together with their friends and key persons while they practise using a spoon. They laugh when they realise their success in gaining a tasty mouthful. Older children make their own placemats to use at mealtimes. Staff and children take their meals together in their key groups and children can choose the foods they want to eat while being encouraged to try everything. Staff across the nursery serve the food to the children from hot containers on individual tables, which does not give children the opportunity to practise this particular skill for themselves. Children learn about their food, during mealtime conversations, where it comes from and how it is grown. They learn which foods are healthier than others and how to make good choices for their health. They learn about fresh air and exercise and have continuous access to the garden in all weathers while staff ensure they are appropriately dressed.

Children learn to be independent as they put on their own coats and tidy away the toys ready for the next routine. They help themselves to interesting resources readily available at child height. All resources are of extremely high quality and in plentiful supply. Children's imagination is stimulated by the resources they find. For example, children find sequins in the garden and call them 'sparkly things'. They wrap them in tissue and ask staff for sticky tape to fasten their parcels. They know where to find the resources they need as they search for a pen of the colour they prefer and they make patterns on their creations.

Children are safe in the nursery. Children are taught to keep themselves safe as they are reminded to walk when inside rather than run. Visitors to the nursery are monitored and no child can leave the nursery unnoticed as staff on reception are vigilant and there are secure systems in place to ensure that children only leave with adults known to the staff. Fire evacuation procedures are practised regularly with children, so they know what to do in an emergency. Extremely robust and clear risk assessment procedures are followed every morning to ensure the setting is safe and children are protected from any potential dangers. Transitions between rooms are smooth because key persons spend time settling children into their new room environment before handing over to a new key person. Children have access to all parts of the nursery through the garden which links all areas, so children become accustomed to the different learning experiences in each area. Children are emotionally well prepared for their move to school as key group discussions and visits to schools are planned well in advance. This helps children to understand and look forward to the next stage in their learning and they feel excited and grown up.

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

The setting has extremely robust systems in place to ensure that children are very well safeguarded. All staff thoroughly understand the nursery's safeguarding procedures and receive regular training. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications at level 3 or higher and many staff are qualified teachers. All new staff follow a thorough induction programme to ensure they are fully aware of, and can implement, the policies, procedures and practices of the nursery. This

includes close monitoring and recording of any accidents or injuries that happen at the setting. All staff are subject to the appropriate background checks, which ensures that all adults working with children are suitable to do so. Staff management is of a very high standard as all staff receive regular individual support and supervision. As a result, all staff share a strong drive for excellence in their practice.

The management team monitor the educational programmes and planning for children's development by regular observations of practice. Tracking and monitoring of children's progress is exceptionally thorough and ensure that the management and staff are fully aware of each child's individual progress and next steps to achieving their goals. The staff team are supported by regular observation and monitoring of teaching practice by the management team and through peer to peer observation and evaluation. This ensures consistency of practice across the nursery. The governing body of the centre oversee and monitor the quality of provision to ensure that all children have access to excellent teaching practice that supports their continued achievement. There is a strong self-evaluation process to which parents, governors, staff and children actively contribute. Clear and concise focused improvement plans ensure that self-reflection and the continued development of the nursery remains a high priority.

Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways. Parents know they can come into the nursery at any time to discuss concerns, obtain updates on their children's progress and view their learning journals. Parents settling children whose first language is not English are asked to supply a few key words in their language, so staff can more effectively communicate with them. Children's home languages are fully promoted within the nursery environment and all children learn to accept, respect and value differences through the many activities and experiences provided. Extremely effective partnerships with external agencies and other professionals are secured to support identification of any concerns that staff may have regarding children in their care.

Staff are passionate about their roles and ensure that the areas they are responsible for are extremely well planned and resourced invitingly to encourage all children to take part. Each key person's area shows examples of children's work, family photographs, languages and images of children participating in a range of learning experiences. Highly successful staff deployment, along with high adult to child ratios ensures all children are supported in their play and their learning is extended and assured. All staff receive ongoing training, which is logged and monitored to ensure they are all up to date with current practice. The management team and staff work very closely with local schools to support children to become familiar with teachers and the new environment before they move into school thus ensuring a successful transition.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY292052
Local authority	Camden
Inspection number	944094
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	118
Number of children on roll	112
Name of provider	Thomas Coram Centre Governing Body
Date of previous inspection	not applicable
Telephone number	020 7520 0385

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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, which are usually the childminder's 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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