

# London School of Economics Day Nursery

8A, Wild Street, London, WC2B 5TB



## Inspection date

3 June 2016

Previous inspection date

23 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Satisfactory</b>	<b>3</b>
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff offer a warm and welcoming child-centred environment where children are happy, feel safe and secure. Staff give children praise and reassurance as they learn new skills. Children have positive attitudes to learning and behave well.
- Staff know how children learn and develop. Children make good progress in relation to their starting points. Children are well prepared for the next stages of their learning.
- Staff work effectively with babies. For instance, they help them explore different resources and tools safely. Babies smile happily, and make good progress in their language and physical development.
- Staff provide a range of activities and materials to help children learn about different people around them. For example, children sing songs in different languages, listen to stories from different parts of the world and take a very active part in festivals.
- Staff work collaboratively with parents, outside professionals and other providers to ensure continuity and progression in children's learning.
- Management regularly monitors and evaluates the provision to ensure that the nursery provides a good-quality service.

### It is not yet outstanding because:

- Staff do not always offer many experiences to extend and build on children's understanding and skills in using technology.

## What the setting needs to do to improve further

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

- strengthen further the opportunities for children to develop their understanding and use of technology.

### Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the nursery management team.
- The inspector conducted joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and has high expectations of what children can achieve. Leaders supervise staff and set them challenging targets to help them improve their practice. Leaders and staff check the progress of all children closely to identify any gaps. They intervene quickly to offer extra help, if needed, to help children catch up. Safeguarding is effective. Thorough recruitment and induction procedures ensure that staff are suitable to care for children. Staff have a good knowledge of how to keep children safe and to ensure their welfare. Staff attend training courses to strengthen their skills and to share their expertise with colleagues. For example, they know how to adapt their planning and to use different teaching styles to meet the needs of each child. They act on the views, comments and suggestions of parents, children and others to improve their service. Leaders have successfully acted on the recommendations made at the last inspection. They ensure the provision provides good care and learning for all children.

### Quality of teaching, learning and assessment is good

Staff gather information from parents and use their ongoing observations to establish children's starting points in their learning. They plan and provide a range of exciting activities to enthuse children to learn. Staff talk a lot to children and act on their suggestions to promote their learning. Children listen attentively and respond well to requests. They are motivated to learn. For example, they eagerly join in discussions about the weather and the available learning opportunities in the local community. They explore different musical instruments and dance to music. They experiment with different colour paints and observe the changes that happen to colours when they mix.

### Personal development, behaviour and welfare are good

Staff have strong bonds with children and help them know right from wrong. Children learn to share resources fairly, take turns and respect the views of others. Staff help children adopt healthy eating habits. For example, children enjoy making healthy choices from the range of fruit and cooked meals available for them. They serve their own food and pour their drinks independently. Children enjoy fresh air and exercise in the outdoors. For instance, they learn to climb and slide on apparatus with confidence and observe the natural world around them. Staff conduct robust checks on the premises and resources to keep children safe. Through outings, children learn to cross roads safely.

### Outcomes for children are good

Children make good progress and gaps are closing rapidly. Babies learn to play together and handle resources safely. Older children confidently solve problems. For example, they learn to count objects, recognise numerals and explore patterns and shapes around them. They know sounds and letters, and write their names correctly and independently.

## Setting details

<b>Unique reference number</b>	EY337931
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1028840
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	The London School of Economics & Political Science
<b>Registered person unique reference number</b>	RP906224
<b>Date of previous inspection</b>	23 July 2013
<b>Telephone number</b>	0207 1075966

London School of Economics Day Nursery registered in 2006. It is situated in central London in the City of Westminster. The nursery is open each weekday from 8.45am to 6.15pm for 50 weeks of the year. The provider receives funding for the provision of free early education to children aged two, three and four years. The provider employs 14 members of staff; of whom, one holds early years professional status. Other members of staff hold relevant qualifications from level 3 to level 5.

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