

# The Marylebone Village Nursery

St. James's Church in Spanish Place, 22 George Street, London, W1U 3QY



<b>Inspection date</b>	22 November 2017
Previous inspection date	24 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders have developed effective systems to support the well-qualified staff. For example, staff have regular supervisory and team meetings. Leaders closely observe and monitor staff teaching practice, making sure they support children's needs well.
- Staff support children and their families very well. Leaders and staff work in effective partnerships with other professionals to support children's specialist care, welfare and learning needs, to help all children make good progress.
- Partnerships with parents are strong. Leaders and staff use various strategies to keep parents well informed about their children's learning and how to extend learning at home. Parents comment that they value the support that they and their families receive.
- Children behave well. Staff are caring and are good role models. They take every opportunity to praise children's positive behaviour. Children learn how to take turns, share and be kind and respectful to others.
- Babies and young children develop close, affectionate relationships with staff and feel secure.

### It is not yet outstanding because:

- Staff do not consistently organise some activities or changes between activities effectively to maintain children's learning.
- Leaders and staff do not use their assessment systems as well as possible, to precisely monitor children's progress to ensure any gaps in learning are closing rapidly.

## What the setting needs to do to improve further

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

- review the organisation of some activities and routines, in particular to support children further to remain more interested and engaged in all learning opportunities
- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the nursery.
- The inspector held discussions with the leadership team and spoke with children and staff, at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Effective risk assessments support staff well to provide a safe environment for children. Leaders follow safe recruitment guidelines to ensure new staff are suitable and existing staff remain so. Staff are supported well with training opportunities to update their professional expertise and benefit children's learning. For example, staff have raised their awareness of supporting children who have special educational needs (SEN) and/or disabilities. Leaders review the quality of the provision well, identifying areas for improvement and making action plans, involving the staff and encouraging their input.

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

Staff have a good understanding of how children learn. They use their good knowledge of children's individual achievements to plan interesting play activities that enhance their learning. Staff support children well to build their language and communication skills. For example, they ask questions and model language effectively for children who are learning English as an additional language. Young children engage in their play for significant periods and enjoy the activities planned for them. For instance, babies enjoy 'song bag' activities where they relish taking part in action songs and rhymes.

### Personal development, behaviour and welfare are good

Staff teach children about the importance of living a healthy lifestyle. For example, they encourage children to follow thorough handwashing routines before eating. Staff hold discussions with children about the benefits of healthy eating and the effect that drinking lots of water has on their bodies. They support children to develop very good independence skills. For instance, all children confidently serve themselves at mealtimes. Staff supervise children well and help them to develop an awareness of assessing risks for themselves, such as using and handling scissors with care. All children have opportunities to be outdoors on a daily basis and to be physically active.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. All children are motivated learners who concentrate and listen attentively to staff during adult-led activities. They confidently join in with discussions about their ideas. Children are supported well to understand about similarities and differences between themselves and others. For instance, they visit local art galleries and other places of interest and receive regular visitors into the nursery. Babies develop an early interest in literacy. For example, they enjoy listening to stories, understand about turning pages and handle books with care.

## Setting details

<b>Unique reference number</b>	EY435123
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1069100
<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>	1 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	The Marylebone Village Nursery Limited
<b>Registered person unique reference number</b>	RP531031
<b>Date of previous inspection</b>	24 April 2014
<b>Telephone number</b>	02079352441

The Marylebone Village Nursery registered in 2011. The premises are located in the basement of St James's Church in Marylebone, within the London Borough of Westminster. The nursery is open from 9am to 3pm each weekday, term time only. The nursery employs seven members of staff, six of whom hold appropriate early years qualifications from level 2 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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