

Living Spring Nursery Limited



St. Michael's Church Annex, St. Michael's Road, Cricklewood, London, NW2 6XG

Inspection date	27 March 2018
Previous inspection date	12 August 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide sensitive support to help children develop strong bonds with them. Children quickly settle and make friends. They are confident to ask for help when needed.
- Staff look after babies well. Babies giggle and squeal happily. They learn new words and explore resources in a safe learning environment.
- Staff know how children learn and develop through play. Managers and staff check the progress of each child. Children make good progress in their learning.
- Partnerships with parents are strong. For example, staff keep parents well-informed about their children's academic progress and well-being. Parents contribute well to their children's next steps in learning.
- Parents are very pleased with the good service they receive from staff. They speak about the good care and support their children receive from this caring team.
- Managers regularly monitor and evaluate the quality of their practice to help ensure that children achieve well and staff meet children's care and learning needs effectively.

It is not yet outstanding because:

- Staff do not consistently provide further opportunities for children to access and develop their skills in using everyday technology.
- The management team does not check the progress of the different groups of children to help identify less obvious gaps in their learning.

What the setting needs to do to improve further

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

- help children access and develop their skills in using information and communication technology to develop their understanding of the world around them further
- enhance the systems for monitoring the progress of different groups of children to identify more quickly any less obvious gaps in children's learning.

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 management team.
- The inspector carried out joint observations with the management team.
- 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

Safeguarding is effective. Managers use robust recruitment and induction systems to ensure that staff are suitable to care for children. Staff update their knowledge of safeguarding and fully understand their roles to keep children safe. Managers observe staff regularly and give them specific feedback to help them develop the quality of their practice. Staff attend additional training to strengthen their skills. They work well with other early years providers and outside professionals to ensure that children receive the appropriate support to help them learn and develop. Managers evaluate the setting and seek the views of staff, parents, children and others to maintain a good service. They have acted on the recommendation from the last inspection. This is evident in the way they organise activities and daily routines well to minimise disruption to children's play.

Quality of teaching, learning and assessment is good

Staff gather relevant information from parents when their children join the nursery. They use this information along with their ongoing observations to assess children's learning. Staff provide good activities and resources to motivate children to learn. They explain activities well to children and help them play as a member of a team. Children have good attitudes to learning. For example, they learn to negotiate when they make models and choose tools safely. They roll, pat and cut play dough into different shapes and confidently share their thoughts about what they have made. Babies explore pop-up toys and musical instruments to find out how things work. Staff read stories to children and hold discussions with children. Children enjoy books about different people, talk about their favourite pictures and keenly listen to the views of their friends.

Personal development, behaviour and welfare are good

Staff offer a welcoming learning environment and support children's social and emotional skills effectively. For example, they talk to children in a calm manner and help them to understand right from wrong. Staff share their behaviour policies and procedures with parents and children so that they know what is expected. Children learn to share resources fairly, take turns and behave well. Staff help children adopt healthy attitudes and meet their dietary requirements well. For example, children understand the importance of personal hygiene. They know that eating fruit and drinking milk help them to grow and develop. Children learn to select and serve their own snacks and drinks. Babies enjoy the time they eat alongside others. Staff undertake regular and thorough checks on outings, the premises and resources to help keep children safe and secure.

Outcomes for children are good

All children make good progress. Children are well prepared for the next stages of their learning and development, including starting school. Babies learn new words and enjoy nursery rhymes. Children listen attentively and respond well to instructions. They ride bicycles and scooters safely. Older children learn to count, sort and match objects and recognise numerals. They can write words, such as their names, correctly. Children care for the natural world. For example, they know that certain plants grow from seeds and need water to grow.

Setting details

Unique reference number	EY293804
Local authority	Brent
Inspection number	1129156
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	72
Number of children on roll	60
Name of registered person	Living Spring Nursery Limited
Registered person unique reference number	RP907783
Date of previous inspection	12 August 2015
Telephone number	02088307331

Living Spring Nursery Limited registered in 2004. It is located in Cricklewood in the London Borough of Brent. The nursery opens five days a week from 8am to 6pm and operates for 46 weeks of the year. The nursery receives funding to offer free early education for children aged three and four years. The nursery employs 19 members of staff, all of whom have appropriate early years qualifications, ranging from levels 2 to 6. The nursery follows the Montessori educational philosophy.

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