

Ready Steady Go Primrose Hill



12a King Henrys Road, London, NW3 3RP

Inspection date	15 March 2016
Previous inspection date	24 January 2012

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

Summary of key findings for parents

This provision is outstanding

- Children form exceptional, caring bonds with the staff, which helps them to feel safe, and they develop a strong sense of belonging to the group.
- Staff are highly skilled in promoting children's independence and social skills. Children are very confident, self-assured and emotionally well prepared for school life.
- Teaching is of the highest quality. Staff provide real-life experiences and an extensive range of natural materials and resources to promote learning. They have very high expectations and encourage children to think critically, talk about their learning and ask questions. Children are given time to play, explore, investigate and practise new skills.
- The curriculum is vibrant and enriched by outings and visitors to the setting. Children benefit from weekly play activities in the local woods, where they observe seasonal changes and explore the natural world. Children's creativity is very well promoted.
- Highly effective partnerships with parents and other professionals ensure that additional support and interventions are secured, to enable children at risk of falling behind to succeed. Parents receive regular updates about their children's progress. They receive valuable information about educational programmes. Parents are very well supported to promote their children's learning at home.
- Staff work very closely with other linked settings and schools that the children move on to, helping to ensure that the transfer to school is seamless for both parents and children.
- Inspirational leadership, a highly motivated and reflective staff team, and rigorous self-evaluation at all levels, contribute to exceptionally high standards. Managers and staff want to be the best they can and continually strive for excellence.

What the setting needs to do to improve further

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

- extend opportunities for those children who prefer to learn outdoors to continue to build on their mathematical and literacy skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is outstanding

Management and staff are highly committed to giving children a happy, creative and positive nursery experience, which will help them develop into independent and confident learners, well equipped for the future. The arrangements for safeguarding are effective. Recruitment and induction procedures are rigorous. Systems for monitoring staff performance and supervision are thorough. Staff benefit from high-quality training and professional coaching which enable them to address children's individual needs very successfully. Rigorous tracking of children's progress means that no child is left behind. Parents value the exceptional quality of learning and care provided. Children attend regularly and benefit from the extensive range of learning opportunities on offer. Managers plan to extend literacy and mathematics opportunities in the outdoors.

Quality of teaching, learning and assessment is outstanding

Staff make regular, accurate observations and keep detailed records of the children's progress. They use this information to plan rich, challenging learning opportunities that motivate and engage all children. Children's language and communication skills are very well promoted. Staff are at hand to support, extend and deepen children's understanding. 'Together time' provides excellent opportunities for children to share their news and discuss objects they have brought in from home. Children listen attentively to each other and are very articulate and confident when giving explanations or asking questions. Older children benefit from daily high-quality phonics sessions. They write simple sentences, linking letters to sounds. Children are learning to punctuate their sentences and are beginning to observe punctuation when reading. They draw a floor plan and build a cardboard-box house outside. Children develop a deeper understanding of the wider world as they examine postcards from the Caribbean and discuss objects and coins found on the beach. They observe changes in melting chocolate as they make Easter chocolate nests.

Personal development, behaviour and welfare are outstanding

Space is used very well to provide a highly organised, stimulating learning environment where children are given the tools to learn. Children flourish immensely well in this very inclusive environment. The nursery is very well equipped with high-quality resources which are accessible to the children. This helps children make choices and direct their own learning. Children's views are given high regard. They formulate and reinforce the rules themselves and nominate deserving children for recognition, such as adding their name to the 'kindness tree'. Children are very well mannered and behaviour is exemplary. Children's efforts are rewarded and praised. Staff value children's work, displaying this around the nursery and boosting their self-esteem. Children learn about healthy eating and prepare and enjoy healthy snacks. The outdoors provides excellent opportunities for daily physical activities. Children benefit from dance, drama, yoga and French sessions led by specialist teachers.

Outcomes for children are outstanding

The majority of children achieve exceptionally well and exceed typical expectations. They are all developing excellent skills that will help them to learn when they start school.

Setting details

Unique reference number	100546
Local authority	Camden
Inspection number	1024286
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	3 - 5
Total number of places	26
Number of children on roll	24
Name of provider	Jennifer Silverton
Date of previous inspection	24 January 2012
Telephone number	020 7586 6289

Ready Steady Go Primrose Hill was registered in 1988. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am to 2pm. The nursery provides funded early education for three- and four-year-old children.

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