

# Cheyne Children's Centre

10 Thorndike Close, London, SW10 0ST



<b>Inspection date</b>	23 March 2016
Previous inspection date	15 August 2011

<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

- The manager highly values staff professional development to improve continuously the quality of the provision and the services available to children and their families.
- Partnerships with parents and other professionals are good. Staff share information with parents to keep them informed of their children's progress. Parents give positive feedback about the provision.
- Staff help children to develop good physical skills. Children have plenty of opportunities to play outside; they move around freely and explore a wide range of resources.
- Children develop positive attitudes towards their learning and are interested to explore new things. All children make good progress, considering their starting points, and develop important skills in readiness for starting school.

### It is not yet outstanding because:

- At times, staff do not always organise some whole-group activities to prevent children sitting for too long, so they become less distracted and more focused on their learning.
- Staff miss opportunities to adapt some learning experiences and daily routines to meet the specific learning needs of individual children, particularly to increase their enjoyment during these times.

## 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 group activities to promote further children's readiness to learn to the best of their ability
- continue to provide more targeted support for children with special educational needs, particularly to help them adapt fully to daily routines, so they benefit from all learning experiences.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and outdoor play area, and sampled children's assessment records and staff planning documentation.
- The inspector held a meeting with the manager.
- The inspector held discussions with staff about their roles, including their understanding of meeting the requirements of the Early Years Foundation Stage.
- The inspector took account of the parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff undergo robust recruitment and induction procedures to ensure they are suitable to work with children. They benefit from continuous support from the manager to fulfil their roles. For example, staff attend regular training, including in child protection, and update their paediatric first-aid training. All staff have a good understanding of how to recognise and report any welfare concerns. Staff work well together as a team and act as good role models to the children. They monitor children's progress well to address their learning needs and keep parents informed about their children's ongoing progress. For example, they share ideas with parents of how they can support their children's learning at home. The manager welcomes staff, parents and children's feedback to improve the quality of the provision and children's outcomes.

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

All staff effectively observe and assess children's learning and development, which helps them to know children's capabilities well. They generally plan a good range of activities indoors and outside that children mostly enjoy and which match their interests. Staff encourage children to talk about what they are doing, effectively promoting their language and communication development. They also encourage other essential skills for when children start school, such as early writing skills and fostering their personal, social and emotional development. Staff help children to develop their mathematical skills; for example, children learn to count, and describe different shapes and sizes. Children learn about diversity, such as through play. For example, they have opportunities to learn about different celebrations and cultures.

### Personal development, behaviour and welfare are good

Children settle well and form positive relationships with staff. They learn to be respectful to others and demonstrate good social skills. Children develop their independence well. For example, older children learn to deal with their own personal needs and develop an awareness of safety. Staff use praise effectively, which helps to boost children's confidence and self-esteem to good effect. Children learn how to keep themselves healthy and enjoy eating nutritious meals and snacks, and older children learn to serve themselves. Staff meet children's dietary requirements well and teach children about healthy eating.

### Outcomes for children are good

All children make effective progress for the next stage in their learning. For example, babies learn to practise their physical skills successfully, such as crawling and walking. Toddlers enjoy creative dance and movement, and older children learn how to manage appropriate risks, such as using scissors correctly.

## Setting details

<b>Unique reference number</b>	105681
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	839329
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Royal Borough of Kensington and Chelsea
<b>Date of previous inspection</b>	15 August 2011
<b>Telephone number</b>	0207 349 1650

Cheyne Children's Centre registered in 2001. It is located in Chelsea, in the Royal Borough of Kensington and Chelsea. The nursery is open from Monday to Friday, from 8am until 5.45pm, for 51 weeks of the year. The provider receives funding to offer free early education for children aged two, three and four years. There are 17 members of staff and, of these, one has achieved Qualified Teacher Status, one holds an early years qualification at level 7, and other staff have relevant early years qualifications ranging from level 3 to 5.

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