

Ready Steady Go Camden

123-127 St. Pancras Way, London, NW1 0SY



Inspection date	4 March 2016
Previous inspection date	4 March 2009

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

- A meticulous and finely tuned programme of professional development for staff sharpens their knowledge. Intuitive supervision and coaching from the lead educator stimulates the highly effective team to deliver consistently outstanding quality of teaching.
- Superb partnerships with external professionals and parents bring about significant benefits for children. Children who speak English as an additional language, disabled children and those with special educational needs, make particular gains in their development.
- A comprehensive programme is in place to successfully foster children's communication and language skills. Listening games, songs and rhymes, and a language rich environment contribute to children's extensive vocabulary.
- Staff are astute, skilful observers. They use these skills to get to know children well and to provide them with daily challenges in their learning. The high ambition staff have for children is conveyed in activities. Children approach tasks with confidence and a desire to accomplish what they set out to do.
- Children's physical and mental health is given the highest priority. Staff teach children to be expressive, aware of their feelings and those of others, and to be respectful. Every child knows their importance and place within the nursery. They learn to be accepting and welcoming of each other. In turn, children have a strong, positive sense of their own identity.
- Staff are extremely well qualified. They use their knowledge of child psychology to nurture children's emotional well-being and to inspire them to be confident and highly secure individuals.

What the setting needs to do to improve further

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

- continue to find even further ways to involve children in assessment of their own learning.

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 lead educator.
- The inspector held a meeting with the lead educator and the principal. She looked at relevant documentation, such as the nursery's self-evaluation documents 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.
- The inspector spoke to children and staff during the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is outstanding

The principal of the nursery is an inspirational leader. Her vision and drive motivates the highly qualified team to want to achieve and maintain exceptional practice. Staff are very well-informed of most recent research. Their quest for excellence leads them to seek out new approaches and integrate this into their teaching. Arrangements for safeguarding are effective. Children's safety and well-being are central to the nursery's work. Comprehensive reviews of policies and procedures, accident records and risk assessments all contribute to children's safety at the nursery. Parents are made to feel welcome. There are parent representatives and regular opportunities for them to stay and play at the nursery, take part in training and attend information sessions. Highly astute reviews enable staff to precisely target areas for development. Consequently, ongoing improvement is inevitable. This, coupled with the staff's high ambition, leads to the nursery providing consistently outstanding care and education for children.

Quality of teaching, learning and assessment is outstanding

Every activity at the nursery engages and excites children. They expertly paint flowers using still life observations. When decorating lumps of clay, they pay close attention to the pattern of marks made by shells. Children develop exceptional skills in reading and writing. Directed teaching, using a fusion of different methods, enables children to view themselves as readers and writers from a young age. They develop an appreciation of literacy and enthusiasm for books. This places them at a significant advantage as they advance in their education. Assessments of learning show the significant progress that children make in their learning. Staff are exploring even more ways to include children in reviewing and celebrating their own achievements. Children delight in the multitude of experiences available for them outdoors. They grow fruit and vegetables, find worms in the compost and enter imaginary worlds of pirates and buried treasure. Outdoor learning is given high priority as many children do not have gardens of their own in which to play.

Personal development, behaviour and welfare are outstanding

Staff are caring and affectionate with children. Parents express their delight in the special relationships children form with their key person. Staff know children and their families extremely well. Their approachable and nurturing support fosters close relationships with families. Children prepare and eat their snack with staff and learn about their good health. Children show respect and understanding for others. Their behaviour is impeccable and each learns to be resilient and skilful in negotiation. Staff develop individual plans to support children as they move on to school.

Outcomes for children are outstanding

Children make astounding progress in their development. Many children by far exceed expectations for their age. Disabled children and those with special educational needs rapidly develop and any gaps in their learning close quickly. Children's confidence, desire to embrace learning and high motivation is key to their achievements. Staff not only prepare children well for starting school, but for learning the skills and positive dispositions they need in their future lives.

Setting details

Unique reference number	EY292889
Local authority	Camden
Inspection number	1024292
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of provider	Jennifer Silverton
Date of previous inspection	4 March 2009
Telephone number	020 72674241

Ready Steady Go Camden was registered in 2004. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above, including the lead educator with Early Years Professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12noon and 1pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language, disabled children and those who have special educational needs.

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