

# Ready Steady Go Fitzroy Road



29 Hopkinsons Place, Camden, London, NW1 8TN

<b>Inspection date</b>	8 June 2016
Previous inspection date	18 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Met	<b>1</b>
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

- Partnerships with parents are excellent. Parent representatives meet with staff regularly to discuss ideas and views voiced by the parents. They are exceptionally well informed about their child's progress and next steps in learning. Children's learning records are reviewed to ensure detailed support is provided when needed. Children are making exceptional progress from where they start.
- The principal and the lead educator are truly inspirational. They have high expectations which motivate staff to aim for excellence in the care they provide.
- Staff work closely with management to regularly reflect on their practice. The views of parents and children are skilfully incorporated into new developments. For example, the daily morning routine has been adapted. Staff are motivated to continually improve children's learning experiences. This helps to sustain the high quality of the pre-school.
- The lead educator is highly qualified. She uses her excellent knowledge to coach and mentor staff who flourish in the comprehensive system of appraisals and supervision from the lead educator and the principal. They evaluate their own practice and agree targets for improvement. Specific training is identified, which supports staff to further develop their understanding and practice.
- Children have excellent opportunities to develop their physical skills. They thoroughly enjoy interesting and challenging dance and movement sessions and using the climbing equipment in the well-resourced outside area.
- Children's unprompted acts of kindness, their achievements and hard work are recognised and displayed on the kindness tree. This inspires children to behave well and raises their self-esteem.

## What the setting needs to do to improve further

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

- strengthen and extend even further younger children's learning opportunities to enhance their concentration skills, during large-group time sessions.

### 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 and discussed a joint observation with the pre-school's lead educator.
- The inspector held a meeting with the pre-school's lead educator and the principal at an appropriate time during the inspection. The inspector looked at relevant documentation, such as, the nursery's self-evaluation, evidence of the suitability and qualifications of staff, a selection of policies and the children's learning records.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an extensive awareness of the signs and symptoms that would raise a concern. They provide excellent care for children who are subject to care plans. There is a robust system established of vetting, recruitment and induction to ensure staff's suitability to work with children. Staff have comprehensive daily meetings to discuss the plan of the day ahead and evaluate at the end of the day. They discuss how activities can be even further developed to enhance children's learning. The staff work extremely well in partnership with other agencies, including settings that children move on to. They fully support and meet children's needs to ensure their continued development and care. Staff arrange extensive settling-in procedures for children as they move to their next setting.

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

Staff support children's learning and development exceptionally well. They are seeking to enhance this even further for younger children to develop their concentration skills, during large-group sessions. The staff's comprehensive planning incorporates children's next steps in learning and their individual interests. Children enjoy the challenge of making dough, independently following the visual instructions displayed. They successfully count the number of cupfuls or spoonfuls needed of each ingredient. One-to-one dedicated time is given to children who have special educational needs. This further supports their integration and develops their concentration. Children draw pictures of their fathers which are uniquely framed by using different shaped pasta to decorate and design. Their language development is promoted very effectively through staff introducing new words in their play and repeating words back to them. Staff make excellent use of their superb knowledge of the children they care for. Through extensive evaluations of children's progress and development, gaps in learning close quickly.

### Personal development, behaviour and welfare are outstanding

Children develop their understanding about their local community during visits to the care home for the elderly. They behave exceptionally well and quickly learn the skills of sharing and taking turns. Children learn about each others' similarities and differences in a positive way because of the pre-school's inclusive practice. For example, staff support children in learning some basic words in different languages, enabling them to understand what their friends are saying in their home language. Staff use snack time and read relevant stories and discuss with children what food is healthy and not healthy. This supports children's understanding of a healthy lifestyle.

### Outcomes for children are outstanding

All children are making superb progress from their individual starting points. Children are exceptionally well prepared for their next stage in learning and for moving on to school. They enjoy the challenge of clapping the correct number of syllables from words in their favourite story. Children demonstrate maturity in their independence skills. They competently cut and prepare healthy snacks and wash their hands without prompting after outdoor play and before snack time.

## Setting details

<b>Unique reference number</b>	100626
<b>Local authority</b>	Camden
<b>Inspection number</b>	1051389
<b>Type of provision</b>	Sessional 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>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Jennifer Silverton
<b>Registered person unique reference number</b>	RP511775
<b>Date of previous inspection</b>	18 March 2016
<b>Telephone number</b>	020 7722 2488

Ready Steady Go Fitzroy Road was registered in 2001. The pre-school operates from a community centre and employs six members of childcare staff. The lead educator holds early years professional status and two other staff have relevant early years qualifications at level 3. The pre-school opens Monday, Wednesday and Fridays, term time only. Sessions are from 9.30am until 12.30pm. The pre-school supports disabled children and those who have special educational needs and children with English as an additional language.

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