

# Inspection of Kings Square Community Nursery

King Square Nursery At Toffee Park, 50 Ironmonger Row, London EC1V 3QS

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Inspection date: 17 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive at this welcoming community nursery. Families and the wider community are highly valued at the setting, and staff provide opportunities for all to be involved in children's learning. Children flourish in the care of exceptionally warm and nurturing staff, who show genuine interest in children's individual interests and needs. This helps children to settle in quickly and develop close emotional attachments. Children form friendships with each other as they laugh and have fun. Staff are excellent role models. They have high expectations of all children and celebrate their individuality. Children are well behaved.

Children with special educational needs and/or disabilities (SEND) make good progress. Early identification of gaps in children's learning allow staff and the special educational needs coordinator to put in place effective strategies that support children very well. Parents are highly involved and good two-way communication is in place.

The manager and staff work closely together and teamwork is good. They are highly ambitious for their setting and the children who attend. They have a firm curriculum in place that builds on children's needs well. However, on occasion, staff miss opportunities to build challenge into activities, especially for most-able children. Children have ample opportunity to be physical, both inside and outside. They are eager to join in with drama lessons, where they learn about new ways of moving, and dash to put their coats on for outside play. However, the outside space is restrictive, and staff do not always make the best use of the space.

### **What does the early years setting do well and what does it need to do better?**

- Staff are good role models and provide a wide variety of invaluable experiences that promote an understanding of others and valuing differences. For example, children regularly visit a local community centre to spend time with pensioners who attend the centre. They garden, cook, eat and sing together. Children build further community links with a wide variety of trips out. For example, they visit the library, swimming pool and further afield in the city.
- There is a broad curriculum and a successful range of well-planned opportunities for children, based on what they already know and can do and building on their interests. Children are keen and eager to join in with adult-led activities and direct their own play with easily accessible resources.
- Staff know the children well. They make accurate assessments about children's achievements. They quickly notice when children need extra help. They work in partnership with parents and other professionals to provide the support children need to achieve and to close any gaps in learning rapidly. All staff have high expectations for children with SEND and ensure that procedures are put in place

so they reach their best possible outcomes.

- Staff praise children's achievements regularly and encourage them to value their individual uniqueness. This helps children to develop a good sense of confidence in their own abilities and self-esteem. Children are learning to listen and to follow instructions, which prepares them well for school.
- Early literacy skills are well supported. Staff skilfully and enthusiastically implement daily literacy sessions for children. Older children are beginning to recognise letters and their sounds. Younger children enjoy singing sessions, joining in with actions and some words.
- Overall, partnerships with parents are positive. Many say they too attended the nursery as children and feel secure in the knowledge that their children are exceptionally well taken care of. They highly value the care and education given to their children. Parents value the recently introduced electronic system of sharing information about their child's learning, especially with wider family members.
- Children are given lots of opportunities to be independent. For example, older children take care of their self-care needs. Younger children show confidence as they pour their drinks at snack time.
- The manager recognises the importance of outdoor play and how it contributes to children's good health. Children play running games, splash in puddles and use a tyre swing. Despite this, there is potential to offer a richer variety of activities to further promote their development across all areas of learning.
- The highly experienced and effective management team is dedicated to ensuring that all staff feel valued. It provides outstanding support to enable staff to provide the best possible care for all children in the setting. Sharply focused professional development opportunities are provided to all staff members. This has a positive impact on practice as staff strive to improve the service they provide. Parents' views are highly valued and staff use parents' feedback proactively when reflecting on practice and making improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures all committee members and staff are suitable to hold their positions. Robust recruitment procedures are followed and the relevant checks for new staff carried out. A strong induction procedure ensures all staff understand their roles and responsibilities when it comes to safeguarding. All staff attend regular safeguarding training to help them keep up to date with current safeguarding requirements and statutory duties. Staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They respond appropriately and report to relevant agencies when they have a concern regarding a child or an adult.

## **What does the setting need to do to improve?**

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

- strengthen how challenge is provided to most-able children, especially during group times
- build on opportunities for children to learn outside.

## Setting details

<b>Unique reference number</b>	EY549336
<b>Local authority</b>	Islington
<b>Inspection number</b>	10133731
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	King Square Community Nursery Ltd
<b>Registered person unique reference number</b>	RP523982
<b>Telephone number</b>	02072539020
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The provider registered in 2017. It is located in the St Luke's area, in the London Borough of Islington. The nursery is open weekdays from 8am until 6pm, all year round. It has 14 members of staff, 10 of whom hold an early years qualification at level 3 or above. The nursery receives funding to provide free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Anna Hindhaugh-Feldman

## Inspection activities

- The inspector conducted a learning walk with the manager and discussed the process of evaluation and how the early years provision and the curriculum are organised.
- The deputy manager and the inspector conducted a joint observation of an activity.
- Parents and grandparents gave their views on the nursery through discussions with the inspector on the day of the inspection.
- The inspector held discussions with children, staff, the deputy manager and the manager at appropriate times during the inspection.
- The inspector sampled a range of relevant documentation, including staff's suitability checks, training records and policies and procedures.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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