

Inspection of Corams Fields Community Nursery and Corams Field Out of School Club

93 Guilford Street, London WC1N 1DN

Inspection date: 13 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily as they are warmly greeted by staff and their friends. They settle with ease, as staff build strong nurturing relationships with them. They become quickly absorbed in a wealth of engaging activities which they confidently select.

Staff are ambitious for all children to achieve well. Since the previous inspection, the leadership team and staff have worked extremely hard, with a dedicated focus on ensuring good outcomes for children. Children have access to a well-planned curriculum centred on equipping them for continued success in their learning. For example, children show deep concentration as they persevere in selecting the correct size and shape of bricks to build their tall tower. They take great comfort in knowing staff are on hand to support and guide them in solving simple problems. For example, children calculate how many more coins they may need to buy an ice cream from their friend during imaginary play. Children become confident, skilful learners in a productive environment that motivates them.

Since the previous inspection, there is now a dedicated member of staff who takes good charge of teaching children to manage their behaviour. Children learn to recognise and manage their emotions through purposeful activities and the routine. For example, through stories and discussion, staff skilfully teach children the language of feelings and the difference between 'hurtful' and 'kind' words. Children quickly learn that their thoughts and views matter. They safely share when they have been kind and may not have been, to learn how to regulate their behaviour.

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

- Staff create an inclusive environment to help all children participate. They take the time to understand the individual needs and personalities of all the children in their care. This allows them to match the support they provide to the children's specific needs. Staff skilfully adapt activities for all children to learn well. For example, children enjoy practising blowing bubbles; those children with greater experience are tasked with blowing 'even bigger' bubbles. This helps children to learn new skills securely as they build on what they already know and can do.
- Children with special educational needs and/or disabilities are well supported through effective strategies. They access the environment with ease and confidence, participating fully in their learning. Staff work well with other professionals and parents to ensure that children's progress remains on track. The leadership team uses funding with great care. Leaders' thoughtful consideration ensures that all children receive meaningful experiences to help realise their potential.

- The leadership team has effectively addressed the issues raised previously. Staff work effectively to deliver the routine seamlessly. They feel valued and share new learning from training they have attended. For example, the manager has recently introduced a new model for staff supervision to capture staff's training interests and needs effectively.
- Partnership working with parents is strongly promoted. Parents value how staff prioritise care for their children and compliment the 'amazing' staff highly. Parents feel supported by the staff, who share strategies with them to continue children's learning at home. The leadership team actively encourages parents to participate in the nursery. For example, parents are invited to read stories to children in their home language. Children delight in knowing their parents helped at their nursery, such as by planting flowers and vegetables.
- Since the last inspection, the key-person system is now secure. Staff have smaller groups to manage and spend dedicated time with their key children. Staff share information about their key children with each other so they are all aware of what each child needs to learn from the planned activities. Staff place children's well-being at the heart of everything they do. Children confidently seek them out for reassurance when needed.
- Staff take care to follow strong hygiene routines throughout the day to ensure children's health. Children relish the nutritious meals freshly prepared by the cook. Children learn what makes them healthy and strong. They practise healthy hygiene habits, such as learning to brush their teeth. They engage in lots of vigorous play as they climb and enthusiastically practise kicking balls. These aspects teach children how to remain healthy.
- Communication and language are given good priority throughout the nursery. Children listen with intent and interest as staff skilfully use their pitch and tone to capture events in popular stories. Overall, staff interact well with children, particularly children who are shy at speaking. Occasionally, staff move on too quickly and ask children lots of questions before allowing them to fully explore their thoughts and ideas before responding.
- Staff establish a clear focus on helping children to gain vital skills and do things for themselves. Children learn to make independent choices, such as choosing whether to play indoors or outdoors. Children serve their own meals and staff remind them to remain hydrated. Children follow instructions well and take pride in helping to tidy away their environment with their friends. These activities help children to gain good self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- help staff to make decisions about when to intervene in children's play to support children to fully explore their own thoughts and ideas.

Setting details

Unique reference number	100589
Local authority	Camden
Inspection number	10303331
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	38
Name of registered person	Coram's Fields and the Harmsworth Memorial Playground
Registered person unique reference number	RP517472
Telephone number	020 7833 0198 and 02033842212
Date of previous inspection	21 June 2023

Information about this early years setting

Corams Fields Community Nursery and Corams Fields Out of School Club registered in 1992. It is located in Russell Square in the London Borough of Camden. The nursery is open each weekday from 8am to 5.45pm, for 48 weeks of the year. It is closed on public bank holidays. The nursery is in receipt of funding for early years education for children aged two, three and four years. There are seven members of teaching staff, including the manager, all of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Malini Mandalia

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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