

Inspection of New Studio

Kelfield Mews, London W10 6LS

Inspection date: 8 July 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy in this nurturing and inclusive environment. Staff know the children well. There are many exciting learning opportunities set up that are based on children's interests. This engages children and helps them to separate from their parents with ease. For example, children pretend they are playing in the Euro 2024 competition while they kick the ball to each other and try to score goals. They have fun swinging round on a spinning see-saw and challenge themselves to balance on blocks. They particularly enjoy spending time outdoors.

The manager and staff have a clear vision of what they want children to learn. They offer a broad curriculum that gives children opportunities to develop and then practise new skills. Staff are good role models and use opportunities in play to show children what is expected of them. When children find insects, staff demonstrate how to be kind to them. They encourage children to feel empathy for the insects by relating it to how they would want to be treated. Children learn how to handle them gently. They enjoy discussions about where honey comes from and the importance of bees. This helps children to learn to respect the world around them.

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

- Leaders have a strong curriculum in place to support children's mathematical development. Staff use opportunities in the routine as well as activities to reinforce mathematical concepts, such as counting items one at a time. For example, staff encourage children to count how many butterflies are in the tuff tray by pointing to each butterfly as they say the number. Children are motivated to do this and are keen to write down the number on a clipboard. This supports them to develop their understanding of numbers and quantities.
- Children enjoy looking at stories. They ask staff to read to them and staff link the story to children's own experiences to extend their understanding of the story. Children have opportunities to practise new vocabulary in their play. For example, they re-enact the story of 'The Tiger who came to Tea' in the café role-play area. Staff display key words that they want children to learn. However, during large group activities, there are many interruptions and distractions. This causes children to lose interest, and means that not all children benefit from the teaching.
- Staff encourage children to move and be active, and want children to leave the nursery with a love of the outdoors. For example, staff run forest-school sessions and children have ample opportunities to challenge themselves in the garden. For example, children climb up rope swings and hang down from a log bridge. This helps them to build their strength and balance. When children are unsure, staff encourage them to test each log before walking across the bridge. This

helps children develop their coordination and supports them to manage their safety while they play.

- Staff incorporate opportunities for mark making across the whole nursery. Children pretend to be waiters in the role-play café and write down orders on note pads. They paint independently at the easel and show pride in their efforts. Outside, children go on a bug hunt and write down how many different bugs they find. Children are motivated to make marks for a purpose and develop early literacy skills.
- Staff ensure that children are well prepared for their transitions to school. They work closely with teachers from local schools and look at books about the children's new schools with the children. Children with special educational needs and/or disabilities (SEND) have an enhanced transition so that their new teachers know how best to support them. This means children experience a smooth move to school.
- Children with SEND have personalised support to ensure their needs are met. Staff create targeted plans with input from parents and professionals involved in children's care. These are regularly reviewed to ensure they are ambitious. Staff are quick to identify when children need additional support and use additional funding effectively to ensure that children can access the curriculum. This means children with SEND make good progress.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review and improve the organisation of large group times so that all children fully engage and benefit from the experience.

Setting details

Unique reference number	EY537716
Local authority	Kensington and Chelsea
Inspection number	10351477
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Baldry, Jacqueline Linda
Registered person unique reference number	RP537715
Telephone number	0208 969 5805
Date of previous inspection	12 September 2018

Information about this early years setting

New Studio re-registered in 2016 and is located in the London borough of Kensington and Chelsea. The nursery opens five days a week from 9am to 3pm and operates during school term times. The provider receives funding to offer free early education for children aged two, three and four years. There are four staff, all of whom hold relevant qualifications at level 2 or above.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the staff and has taken that into account in the evaluation of the nursery.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and what staff in the nursery want the children to learn.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to children to find out about their time at the nursery.
- Staff spoke to the inspector at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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