

Hornsey Day Nursery

504 Hornsey Road, LONDON, N19 3QW

Inspection date

Previous inspection date

19/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good and staff help children to make sound progress in their learning and development.
- The nursery management accurately identifies strengths and weaknesses of the provision and implements effective strategies to improve the quality and standards of teaching, working towards continuous improvement.
- The use of the outdoor areas support children well in developing their physical abilities, understanding the world and gaining an awareness of personal safety.
- The settling-in process is tailored to meet each child's individual needs. As a result, children's well-being is supported successfully.

It is not yet outstanding because

- Information on the progress children make is not always shared with parents on a regular basis.
- Adult-led activities occasionally lack focus and children can become restless.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities indoors and at the local park.
- The inspector carried out a joint observation with the manager and held discussions with members of staff.
- The inspector sampled the setting's documentation including an online self-evaluation, policies, learning journals and assessments.
- The inspector took account of the views of parents through recently completed questionnaires and discussions on the day.
- The inspector saw evidence of the suitability of all persons working on the premises and other documentation relating to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Full report

Information about the setting

Hornsey Day Nursery owned by Bright Child (Hornsey) Ltd was registered in 2013. It operates from a purpose-built building situated in the London borough of Islington. The nursery serves the local area. There is no enclosed area available for outdoor play but the children are regularly taken to the local park. The nursery opens Monday to Friday all year round from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. There are currently 27 children on roll in the early years age group. The nursery supports children learning English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs nine members of child care staff; of these all staff hold or are working towards relevant early years qualifications. The nursery receives support from the local authority and funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by sharing information about their children's progress on a more regular basis

- improve the organisation of adult-led activities to ensure children's engagement is maintained and intended outcomes are achieved.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff in this nursery have a good understanding of the Early Years Foundation Stage and use this to plan activities across the seven areas of learning. As a result, children are offered a wide range of activities and accessible resources on a daily basis to support their play. The quality of teaching is good and staff help children to make sound progress in their learning and development. Children access resources and activities across the areas of learning. For example, children help themselves to books from the display, play in the kitchen with their friends or use the indoor climbing apparatus or soft play items. Current displays include flags from around the world and 'welcome' signs in a variety of languages, raising children's awareness of differences and other cultures. Indoor water and sand play is also available. Staff use this activity to support children's smaller muscle development and early mathematics. Staff sing at every opportunity with the children, such as when walking to the park and sat waiting for their lunch. Children are encouraged to choose the songs they sing and copy actions; staff will slow the pace to allow children to keep up.

This shows how staff will adapt their practice to meet the abilities and needs of all children. Staff spend enough time engaging in purposeful dialogue with the children. For example, a staff member talks to the children throughout the park trip asking where they would like to go next. Furthermore, when observing the pond, children are encouraged to look for big and small tadpoles and the little frogs that are jumping, developing their understanding of the world through life cycles. Children have sufficient time to practise and reinforce what is being taught to them. For example, staff play football with a group of children and allow them time to kick the ball to and from members of staff, promoting their developing physical skills. On the swings staff teach children how to push their legs 'in and out' to make themselves go, and repeat over and over, gently supporting their independence skills. Circle times are used in the nursery to develop children's understanding of their feelings and posters displayed, using key words such as 'please', 'thank you', 'pardon' and 'excuse me', promote manners and socially acceptable behaviour. Children use the nursery mirror to practise their facial expressions, showing how they are reassessing this learning. Furthermore, children are regularly reminded to be kind to each other and take turns, meaning they play well together. Consequently, children's personal, social and emotional development is well supported.

Children's school readiness is promoted as children are encouraged to listen and follow instructions throughout the day, such as tidying up the toys before lunch or holding hands when walking to the park. Older children take part in activities that promote the specific areas of learning. For example, staff teach children the early stages of mathematics by counting up to 10 as they are pushed on the swings. Children repeat the numbers after the member of staff and then begin to count independently, becoming familiar with number use through everyday play. Staff have made resources, such as alphabet cards and dominoes to creatively support these areas further. Adult-led activities are an important part of each day but on occasion can lack focus through disorganisation. As a result, children expected to wait between different parts of the activity can become restless and disengaged.

Partnerships with parents are developing well as staff attempt to gain information from parents about learning at home and complement this in the nursery. This is achieved through parents completing a progress chart when their children start and allows staff to tailor plans for each individual child and therefore establish starting points to work from. Using national guidance, staff plan the next steps in learning for each child taken from the daily 'look and note' observations that they make. These ensure that each child's level of knowledge, skills and abilities are accurately assessed and planned for. These are then incorporated into the nursery planning and evaluations ensure that they are followed through or planned for further. As a result, children are supported well in progressing towards the next stage in their development and are working at expected levels towards the early learning goals. Children learning English as an additional language make good progress. For example, they are supported by staff in developing their language skills through being fully involved in questions and conversations concerning them. Opportunities are also provided for them to speak in their native tongue through the use of dual language books and bilingual speaking staff. Learning journals are in place and completed work books sent home, allowing parents to see the type and range of activities their child has been doing at nursery. However, at present not all parents feel fully informed on the progress and learning that their child is making on a regular enough

basis. This reduces the continuity between home and the nursery and parents' ability to extend their children's learning at home.

The contribution of the early years provision to the well-being of children

Children are developing good attachments to staff members and are comforted and reassured quickly when distressed or unwell. As a result, they are beginning to feel secure in their surroundings. This is further promoted as children have their own named pegs and shoe racks, giving them a sense of belonging. Through a flexible settling-in process children are given time and supported well with their care needs in association with parents' wishes. This involves an initial meeting where important information is shared, such as children's likes, dislikes, allergies and dietary requirements and a plan worked out. Parents are also asked to write about a typical day in the life of their child, detailing sleep patterns, eating habits and general preferences. As a result, the nursery can adapt its practice to fit in with the child's usual routines, supporting this process. Parents are also welcome to stay with their child as long as they feel necessary in the early stages. This helps both parents and children feel settled and ready to separate.

An effective key-person system is in place and a buddy key person available to cover any absences, meaning continuity for each child. These are displayed in the entrance hall, ensuring all parents are fully aware of the adults who care specifically for their child. The key person is responsible for planning activities for each child and as a first point of contact for parents to share important information through daily discussions. Parents express that they are extremely happy with the care their children receive and have regular opportunities to speak about any concerns they may have. Children are reminded to behave and given explanations as needed, reinforcing the rules and boundaries of the nursery. Children's awareness of personal safety and risks is promoted. For example, on the walk to the park each day children wear high visibility jackets and are asked to stop at each road. They are encouraged to look and listen for traffic, expressing when they think it may be safe to cross. Staff give regular reminders to children that only four of them can use the indoor climbing equipment at a time, further supporting this development.

Children's understanding of healthy eating is promoted because children are provided with a range of balanced and nutritious food. For example, snacks include fruit and lunch includes pizza, the children made with a variety of vegetable toppings, and a yogurt. The nursery has received a five star rating as a food premises. Children serve themselves drinks of water regularly and serve themselves food, encouraging their independence skills. Staff also ask if they feel tired, encouraging them in beginning to assess their own personal needs. Staff take turns to cook the meals and a detailed menu is displayed in the entrance to keep parents fully informed. Any dietary or cultural requirements are displayed clearly on the kitchen cupboard, ensuring these are accounted for and children are kept safe. Staff use gloves for all food preparation, promoting safe hygiene practice. The staff effectively promote children's understanding of a healthy lifestyle. For example, they have access to plant and vegetable boxes and have arranged to have further boxes installed at the children's level, enabling easier access. Staff encourage children to enjoy fresh air and exercise by visiting the local park at least once a day. All children have the opportunity to

use the swings, climbing apparatus and a pond. There is also a small grassed area where ball games can be played and children can run freely, using their larger bodily movements. In addition, the provider is actively attempting to secure an outside area next to the nursery. The equipment and resources within the nursery are good, as they are well maintained and suitable for the ages of children attending.

The effectiveness of the leadership and management of the early years provision

Children are kept safe and secure in this nursery through a robust system in place, ensuring that all safeguarding and welfare requirements are met. An entrance buzzer system and locked front doors ensure that no unauthorised person can access the premises and no child can leave unsupervised, ensuring children are kept safe. Any person other than those nominated on the children's record form will need to give a password before collection. Parents will also need to have informed staff of these changes to the usual arrangements. Registers are in use to record all visitors and children's daily attendance. New members of staff complete an induction process which includes shadowing another staff member. This enables them to be fully aware of the staff handbook, including all policies and procedures. The provider is fully aware of safer recruitment practices to protect the children in his care from harm. All staff being left unsupervised with children have received full Disclosure and Barring Service clearance, meaning that they are deemed suitable to work with children. Risk assessments are carried out weekly on all the areas used in the nursery and visual assessments carried out daily, including on the outdoor facilities used. A fire evacuation practice is carried out every six weeks and equipment such as smoke alarms are electrically tested by an outside engineer. A first-aider is always on the premises and the majority of staff have now received training. All staff are aware of child protection procedures, reinforced through a displayed flow chart on the wall which details the relevant numbers to contact for different scenarios.

The nursery policies are comprehensive and implemented consistently throughout the nursery. For example, procedures are in place for the use of mobile phones and cameras and are abided to, as staff mobile phones are locked away at all times while staff are on the premises. Parents are kept fully informed of these policies through a link sent through email to the current policy pack which is re-issued each time policies are updated. The nursery is also registered with the information commissioner's office due to handling data which is kept and stored on the premises. A full self-evaluation is in place and the management has identified strengths and weaknesses of the nursery. These are currently being worked on, including sourcing relevant training for all staff members. Formal meetings are held monthly and informal meetings as issues arise. These are used to discuss areas such as training needs identified through peer observations and to look at what works well and what could be improved. This highlights the nursery's commitment to evaluating the service that it offers and fosters a culture of continuous improvement. Many changes have already been implemented through the use of outside agencies, including carrying out a mock inspection. For example, children's independence is now more fully promoted as they are able to serve themselves food and drink at all mealtimes.

Partnerships with parents are mainly good and their views are gained and valued through regular questionnaires. Feedback from these have already involved changes such as displaying the current menu for parents to see and daily care books for parents requesting them. There is also a suggestion box located in the entrance for more regular feedback to be shared. However, there is some room for improvement through the way information is shared in relation to children's learning and progress. This reduces opportunities for parents to continue their child's learning at home. Children's views are gained through observing the activities that they participate in and determining changes. Children are also involved in discussions on the activities they have been involved in and their reactions gauged. Partnerships with other providers and outside agencies are already well established. As part of an accredited network, the provider makes requested changes from the local council, often beyond the requirements of the Early Years Foundation Stage. The management monitors the learning and development requirements through memberships to organisations such as the Professional Association for Childcare and Early Years and the National Day Nurseries Association. Other providers the nursery work with include the early years team and in particular the health visitor to offer a more integrated process for the completion of progress checks for two-year-old children. Invaluable support has also been gained from a local oral hygienist. These established links allow access to support as needed for any identified needs of the children attending. As a result, any gaps in learning are closing rapidly, further supporting their all round development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY468748
Local authority	Islington
Inspection number	949124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	27
Name of provider	Bright Child (Hornsey) Ltd
Date of previous inspection	not applicable
Telephone number	02073055744

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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