

# Hornsey Road Children Centre Pre-School

Sure Start Childrens Centre, 8 Tiltman Place, London, N7 7EN



<b>Inspection date</b>	7 December 2017
Previous inspection date	19 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff have excellent relationships with parents. They regularly share information with them about children's individual needs, provide activity ideas for children to complete at home and discuss children's progress thoroughly with them.
- Children benefit from effective partnerships between staff and other professionals. They develop well and make good progress in their learning.
- Staff enhance children's understanding of sharing and taking turns well. For example, they effectively talk to children to develop their understanding of good behaviour.
- Children are well cared for by friendly and nurturing staff. They have developed close relationships with staff, who support their emotional well-being effectively.
- Children are developing an understanding of diversity beyond their immediate family. They benefit from taking part in a wide range of activities that effectively teaches them about people in the wider world.
- Children are encouraged to be independent. They make plenty of choices about their learning from a wide range of stimulating toys and activities. Children confidently go to the toilet by themselves and serve their own food and drinks.

### It is not yet outstanding because:

- At times, staff do not make the very best of opportunities to help children learn about the importance of healthy eating and nutrition.
- Occasionally, during adult-led activities, staff do not extend children's learning to the highest level, for example, when children become restless or lose focus.

## What the setting needs to do to improve further

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

- extend children's knowledge and understanding of healthy lifestyles to support their well-being
- develop staff skills to support children even further to remain focused, aid concentration and extend learning.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children to take account of their views.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are vigilant about keeping children safe and know what to do if they have concerns about the welfare of a child. Arrangements for safeguarding are effective. The management team and staff have a good vision and strong aspirations for the future to help raise the quality of the provision further. Staff and managers monitor the development of children individually and in groups to ensure any gaps are identified and intervention is sought swiftly. The staff are well qualified and are actively encouraged and supported by management to attend regular training, which helps to maintain their good teaching skills. Staff feel valued and included in the overall development and progress of the setting. Their views are sought through a range of activities, such as regular staff appraisals, staff meetings and observations. Funding is used highly effectively to meet children's needs, especially those who have special educational needs (SEN) and/or disabilities or those who speak English as an additional language.

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

Staff support the children and encourage their learning and development well. Staff expertly support children to learn about sounds and the letters they represent. For example, older children respond to prompts to predict words and join in with rhyming refrains. Younger children join in with enjoyable songs and rhymes and learn about animal noises and names. Staff know children well and provide opportunities for them to develop well. They offer children chances to explore mathematics. For example, staff develop a simple story time to enable children to think about how they can make a large object fit into a smaller one. Children freely count out loud from one to eight as they wait for their dance music to start.

### Personal development, behaviour and welfare are good

Staff support children's understanding about health and hygiene. For instance, as children wash their hands, staff talk to them about removing dirt they can see and germs they cannot see. Children have a plethora of physical activities to join in with to develop their large and small muscles. For example, babies join in with 'baby ballet'. They point their toes, stretch their arms and chase each other and the staff in time to the music. All children have free access to the outdoor space, which is well resourced to enable children of all ages to physically develop. Children climb, run and pedal bicycles as staff remind them to take care on the equipment and to avoid each other as they run. All children are encouraged to serve their own food and pour drinks at snack time.

### Outcomes for children are good

Children of all ages show good developmental progress from their starting points. They develop physical, communication and social skills they need for their next stages of learning. All children are happy and confident as they make good progress in preparation for school. Children are confident and have a can-do attitude. They are eager to join in and make valuable contributions to group discussions, based on their own experiences.

## Setting details

<b>Unique reference number</b>	EY437966
<b>Local authority</b>	Islington
<b>Inspection number</b>	1095190
<b>Type of provision</b>	Full-time 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>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Family Action
<b>Registered person unique reference number</b>	RP517161
<b>Date of previous inspection</b>	19 May 2015
<b>Telephone number</b>	020 75272005

Hornsey Road Children Centre Pre-School registered in 2011. It is open each weekday from 8am to 6pm, for 48 weeks of the year. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. There are 17 members of staff. Of these, 16 hold appropriate early years qualifications, including one with qualified teacher status and three with degree-level qualifications.

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