

Newstead Children's Centre



Newstead Childrens Centre, Fallows Close, East Finchley, London, N2 8LG

Inspection date	22 March 2018
Previous inspection date	24 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers have a good understanding of their responsibilities. They rigorously oversee the efficient running of the pre-school. Staff implement a range of records, documents and policies that helps to support effective practice and maintain good standards.
- Staff are warm, friendly and welcoming. They get to know children and their families well from the outset. Children settle in promptly and develop good bonds with staff.
- The environment is bright and inviting. Children have fun and enjoy attending. They display good levels of motivation to play and explore.
- Children make good progress. They all continually develop and achieve. Staff support children who have special educational needs (SEN) and/or disabilities particularly well.
- Partnership working is strong. Staff share detailed information with parents, professionals and other providers about children's care and education. This helps to promote good continuity.

It is not yet outstanding because:

- Staff do not organise large-group activities as well as possible. Some children do not benefit from the best opportunities to fully participate and engage.
- Staff do not consistently provide the most able children with the highest levels of challenge to help extend their learning as far as possible.
- Overall, children do not benefit from outstanding learning outcomes. There is scope to develop further staff's professional development and sharply focus on enhancing their teaching practice.

What the setting needs to do to improve further

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

- review the organisation of large-group activities so that all children have the best opportunities to fully participate and engage
- provide the highest levels of challenge for the most able children to help extend their learning as far as possible
- develop further staff's professional development and sharply focus on enhancing teaching practice to help promote outcomes for children at a consistently outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the deputy managers of the pre-school.
- The inspector spoke to staff and held a meeting with the provider and one of the deputy managers of the pre-school.
- The inspector looked at relevant records, documentation and policies. She checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. The environment is clean, safe and secure. Managers supervise staff in their roles and ensure they benefit from opportunities to upskill. Staff access frequent training, including safeguarding, first aid and food hygiene. This has a positive impact on care practices. Managers have high expectations and are ambitious. Self-evaluation is accurate and takes account of the views of staff, parents and children. Targets for future development are set. Managers also monitor children's progress and the curriculum carefully. This helps ensure no child falls behind.

Quality of teaching, learning and assessment is good

Teaching is good. Staff routinely observe and assess children's development. Planning is effective. Staff provide children with activities that particularly help to bridge any gaps in their learning and promote their interests. Children enjoy making play dough, delight in engaging in role play using real-life objects or playing with small-world play characters. Staff interact with children positively. They help them to extend their games and add some explanations to their learning. Overall, staff understand how children learn and have good expectations of what they can achieve. All children are progressing, and most children are developing at least as expected in their learning.

Personal development, behaviour and welfare are good

Staff promote children's physical well-being. Staff teach children about the importance of living a healthy lifestyle, including eating well, taking exercise and adopting cleanliness regimes. Children particularly enjoy physical play activities outside. For example, they run around, play with push and pull-along toys, throw and catch hoops and negotiate the playground apparatus and low-level obstacle courses. Staff find out about children's cultures, beliefs and faiths and help them learn about these. Staff encourage children to create the pre-school rules and they help them to adhere to these. They promote tolerance and respect. Children are valued. Staff support them to take part in a children's committee. Children make decisions about resources and the way the setting runs.

Outcomes for children are good

Children are becoming highly successful learners. They are developing the skills they need in readiness for school. For example, children are confident and independent. They are developing good communication and language skills. For example, they enjoy engaging in games using sign language and visual cues, singing familiar songs and talking with staff during their play. Children are learning to play well alongside and with others. They can follow instructions and enjoy helping their teachers with small tasks, such as tidying up or laying the table for lunch. Children are developing literacy and mathematical skills. They enjoy drawing or writing using different materials, such as chalks, and can identify initial letter sounds in words. Children can also recognise some numerals and can use them for different purposes, such as on a calendar.

Setting details

Unique reference number	154613
Local authority	Barnet
Inspection number	1127260
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	44
Name of registered person	London Borough of Barnet
Registered person unique reference number	RP526875
Date of previous inspection	24 September 2015
Telephone number	0208 359 3460

Newstead Children's Centre registered in 2001. The pre-school employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 2 and above, including the manager who has a postgraduate certificate in early years education. The pre-school operates term time only. Sessions are available Monday to Friday from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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