

# Crouch Hill Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287945
<b>Inspection date</b>	25/02/2011
<b>Inspector</b>	Liz Corr
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Crouch Hill Day Nursery was registered in August 2004 and is one of 80 nurseries and crèches run by Asquith Day Nurseries. It operates from the basement and ground floor of a large building in the N4 area of the London Borough of Islington. Children are grouped by age and cared for in one of three group rooms on the ground floor, in the basement and in a modular building in the garden. Children also have access to an outdoor play area. The nursery opens five days a week, 51 weeks of the year from 7.30am until 6.30pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children in the early years age group may attend the setting any one time. There are currently 50 children in the early years age group on roll, some in part-time places. The setting provides funded early education for three and four-year-olds. The setting also supports children learning English as an additional language and children with special educational needs and/or disabilities. The setting employs 12 permanent staff and seven supply staff, of whom 11 hold suitable childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have developed an effective knowledge of the Early Years Foundation Stage. Children are provided with a range of activities and resources to help them to make progress towards the early learning goals. The setting is generally well organised but there are some areas of weakness in the organisation for some of the younger children. Systems for self-evaluation are in place, some areas have been identified to improve the outcomes for children. The setting promotes inclusion to a satisfactory standard. Improvements have been made to support diversity, however, systems for supporting all children's individual needs are not fully implemented. The setting has developed very positive relationships with parents and carers.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop planning for outdoor play so it is clear how children's learning is continued outdoors and ensure planning reflects all activities for younger children. Devise further ways to help parents to support their child's learning at home
- review the organisation of meal times and preparation for outdoor play for younger children to ensure these are consistent and provide support for children's individual needs

- enhance systems for inclusion so that every child receives an enjoyable and challenging experience that is tailored to meet their individual needs including, individual dietary needs.

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

Effective systems are in place which ensures that staff are aware of their responsibility to safeguard children. Clear policies and procedures are made available to new staff and regular training ensures that staff regularly update their knowledge and are able to recognise and report child protection concerns. Consistent recruitment processes ensure that staff are suitable to work with children. Staff are generally well deployed at the setting to best meet children's needs. Well organised systems are in place for managing staff absences using a bank of staff that are known to the children, this helps promote children's sense of security at the setting. Children's safety is promoted well here. Secure systems are used to record children's times of arrival and departure and effective risk assessments ensure that the premises are hazard free so children can move around independently. Furthermore outings and local trips are assessed prior to the event to ensure risks are minimised.

The staff and management at the setting are motivated to making further improvements. Suitable systems are in place to evaluate their provision and identify areas for improvement. However, some areas for development have not been identified including, the organisation of meal times and preparation for outdoor play for some of the younger children. The setting has worked hard to meet the recommendations from their last inspection and to improve outcomes for children.

The setting promotes inclusion to a satisfactory level. Efficient systems ensure that staff are provided with useful information about each child's individual needs at the beginning of their placement. Consequently staff form good relationships with the children and know their individual needs well. However, procedures for ensuring that all children receive an experience tailored to their individual needs are not consistent. Displays at the setting highlight children's family backgrounds and promote their sense of identity. Children who speak English as an additional language are provided with appropriate support. Effective partnerships with support services and other professionals have been established to support children's educational and welfare needs.

The setting has developed very secure relationships with parents and carers. Parents provide positive feedback about the service which they are happy with and would recommend. They feel welcomed here and appreciate the efforts of the staff to get to know them and even their extended family well. They have regular discussions about their child's progress which keeps them well informed. Parents are encouraged to share information about activities their children are involved in at home. This helps staff to get to know the children and to plan for their interests, although, systems to help parents to continue their child's learning at home are

not so well embedded.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from staff's knowledge of the Early Years Foundation Stage. As a result they are provided with a suitable range of activities and experiences to help them make progress towards the early learning goals. Staff regularly observe and assess children's development and share their findings with parents. Staff know the children well and use their knowledge to help them progress. However, sometimes more able children are not effectively challenged which sometimes affects their behaviour. Staff plan themes each week for the younger children which works well, however, planning for other activities for both indoors and outdoors is not as secure as it does not consider the learning intentions.

Children receive a warm welcome from staff on arrival. Appropriate systems are in place when a child's key person is not available. For example, another member of staff who is well known to the child welcomes them and ensures they are settled.

Babies are provided with a range of enjoyable activities including, sand play. Staff provide good support as they sit beside them encouraging their interest and introducing language as they talk about colours and the shiny glitter they add to the sand. Young babies are able to access outdoor play as they wear appropriate outdoor wear for crawling and sitting in their section of the garden. They take part in early mark making as they use chalks on the easel and practise walking skills as they hold on to wheeled equipment. Babies have a suitable range of natural play materials indoors. However, natural resources for outdoors are more limited.

Toddlers become immersed in hand printing activities. Older children in this group confidently ask for their favourite colours and enjoy mixing them together. Staff extend their language and understanding as they explain the paint is getting darker and how to mix different colours. However, during meal times opportunities for extending their language are not fully developed. Examples of their interests from home are attractively displayed in their group room further promoting their sense of belonging here. Toddlers are beginning to recognise their names as staff encourage them to find their drinking cups. They enjoy opportunities for counting as they take part in an activity where they throw coloured balls in the air using a large piece of material.

Older children enjoy regular story sessions which encourage their early reading skills. They laugh together during a story about magical spell mix-ups and the silly outcomes. They have regular opportunities for counting and matching during small group games. They are provided with opportunities to link sounds to letters as they find pieces of the alphabet hidden in the sand and they enjoy matching the first letters of their names to the alphabet. Older children benefit from spontaneous opportunities for learning outdoors as they find worms in the mud. They excitedly show them to staff who remind them about the snails they used to look after indoors and how they fed them. Younger children happily play outdoors

and enjoy opportunities to run, jump, climb and peddle. However, their experience is not as well organised when they share the space with the older children. Children are generally well behaved. They are praised for their achievements throughout the day.

Children are developing an understanding of a healthy lifestyle as they practise regular hygiene routines such as, hand washing and have access to tissues so they can wipe their noses when they need to. Children are able to serve their own helpings at meal times which encourages them to eat well. Children are able to access fresh drinking water as they need to. However, sometimes toddlers have to wait as their drinks would not have been organised. Children are learning how to keep safe in an emergency as they regularly practice the emergency evacuation procedure. Secure systems for risk assessments ensure children can play independently helping themselves to play materials.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met