

Highgate Children's Centre

Inspection report for early years provision

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Inspector	Arda Halls
Setting address	Highgate Studios, 53-79 Highgate Road, LONDON, NW5 1TL
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Type of setting	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

Highgate Children's Centre registered in 2000 and is part of the Bright Horizons Family Solutions network of private nurseries. It operates from the ground floor unit of a commercial building, within the London Borough of Camden. Children have access to five play areas and an enclosed outdoor play space. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 55 children under eight years. There are currently 57 children from six months to under five years on roll. Children aged three and four years are funded for free early education. The setting supports children who are learning to speak English as an additional language and children with special educational needs and/or disabilities. The setting operates five days per week from 8am until 6.30pm and is open 51 weeks a year. Children attend a variety of sessions. Children come from the local community. There are 17 members of staff, including the manager. Of these 14 staff hold relevant early years qualifications and experience to work with children. Three staff are working towards NVQ at level 3 and the manager is working towards an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceedingly good progress in their learning and development. The setting actively supports every child so that no group or individual is disadvantaged. Children's welfare is consistently highly promoted, including the effectiveness of safeguarding children procedures. Very successful partnerships between providers, parents and other agencies ensure individual children's needs are consistently met overall. Leadership and management is outstanding and leaders demonstrate a substantial capacity for sustained improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- promoting the good health of young children further with more effective hand washing routines.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are cohesive and well written. They are made readily available to parents. This means children are significantly protected from the risk of harm and it ensures that children enjoy themselves in a safe nursery

environment. Staff have a thorough understanding of the indicators that would cause concern and know how to act quickly and professionally if there are any worries about a child. Purposeful recruitment and induction procedures are in place which further safeguards children.

Children enjoy a stimulating and child-centred environment in which resources and activities are presented attractively. Children subsequently move about in a calm but stimulating environment that is fun to explore and provides a wealth of opportunities to make independent choices. For example, children in the toddler room are able to experiment with an extensive range of safe and appropriate implements mounted on the wall.

Staff have an in-depth knowledge of each child and they customise their planning to suit children's individual needs as they change. They are proactive in identifying and working towards narrowing any gaps in the children's level of achievement. Opportunities are provided for all children to be successful. The provider actively promotes equality of opportunity and children's understanding of differences. The focus of equality is shared with other nurseries under the same umbrella. This means the opportunity to promote equality and diversity is significantly enhanced.

Recommendations from the previous inspection have been comprehensively addressed. An extensive list of improvements has promoted equality and inclusion and has a beneficial impact for all children. Parents, children, staff and the manager all work together, which contributes to excellent outcomes for children. Daily discussions and learning journey folders ensure that parents are consistently updated with all aspects of their children's lives. Staff work enthusiastically to display children's art work, information on activities and information about the Early Years Foundation Stage. This means parents can follow what their children learn with ease. Effective procedures are also in place to ensure other providers who may be involved in children's lives have opportunities to share relevant information regarding children's progress and development successfully.

Self-evaluation at all levels reflects rigorous monitoring of what the setting does well. Leaders have an exemplary understanding of what needs to improve. Actions taken by the setting bring about sustained improvements to the early years provision. Leaders and managers communicate ambition and drive and secure improvement highly effectively.

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

Children enjoy a range of stimulating learning activities which means they make excellent progress and develop fully as individuals. A wealth of learning experiences excites and stimulates their enjoyment of learning. Accurate information about children's starting points and observations of children's progress mean all aspects of children's care are met with success.

Children have a strong sense of belonging in the nursery. They demonstrate a

willingness to keep themselves safe as they listen carefully to instructions given by the leaders. Children understand behavioural guidelines well and know not to run indoors or to take toys from one another. They are learning how to negotiate with one another using words rather than actions. Children are quick to understand one another's upsets and often console other children if they are crying.

Children enjoy a wide range of healthy foods and drinks everyday. Milk or water is always available and children are learning how to serve themselves when it is meal time. Children are escorted individually to the toilets and are assisted in hand washing throughout the day. However, some younger children wash their hands in a shared basin of soapy water which does not help children to learn good hand washing habits. Outdoor play is readily available throughout the day as doors open directly into the outside play area. Children learn that good health is assured by making the most of fresh air and exercise. They enjoy their physical play as they skip and hop about within the safe enclosure.

An extensive range of activities and resources help children understand the society in which they live. As there are precise rules about how they treat one another, they develop a positive view of themselves and others. Their behaviour is exemplary, which results in excellent self-esteem.

Children are developing successful skills for their future. They are learning to converse with one another, understanding that listening is a skill for good conversations. They learn to recognise numbers and letters and how to enjoy reading, both individually and in groups. Children are learning that printed words carry meaning as they make their shopping lists before cooking activities. Children are prepared well for different transitions, such as moving from one age group in the nursery to another. They are also prepared for transition from the setting to school. Children are developing an ability to solve problems and an understanding of the wider world through their play. These are undoubtedly excellent skills for their futures.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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