

# Archway Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	131663
<b>Inspection date</b>	29/11/2011
<b>Inspector</b>	Siobhan O'Callaghan
<b>Setting address</b>	Vorley Road, Archway, London, N19 5HE
<b>Telephone number</b>	020 7527 4827
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Archway Children's Centre was registered in 2001 and is managed by the Early Years Department of Islington Council. It operates from purpose built premises, which are located in Archway in the London borough of Islington. Children have sole access to five classrooms all on the ground floor with direct access to an enclosed garden. Children also have access to additional rooms within the children centre for specific group activities. The nursery serves the local and wider community and is open for 49 weeks of the year, closing for two weeks over Christmas. The nursery is closed for five inset training days over the year and six half day closures for further professional development. The nursery is open Monday to Friday from 8am until 6pm. Children may attend on a full or part-time basis. There is also an out of school club that operates from these premises. They are registered for 16 children aged from five to under eight years. The nursery is registered on the Early Years Register to care for a maximum of 76 children. Of these not more than 33 may be under three years and no more than nine under two years at any one time. The nursery is in receipt of funding for providing early education for children aged two, three and four years. There are currently 83 children aged from one year to under five years on roll. The provision currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 19 members of permanent staff working with the children alongside two casual staff and a pool staff of three people. The manager holds a BA Honours degree in social science and is a qualified teacher. Her deputy has a BEd Honours teaching degree in key stage one. The majority of all other staff hold relevant early years qualifications. There are two staff with Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Archway Children's Centre Nursery provides outstanding learning and development opportunities for all children. They benefit from a highly stimulating learning environment where overall, there is an excellent focus on promoting inclusion. Children's welfare is promoted through robust safeguarding procedures. The provision has established successful partnerships with parents and outside professionals, to support a continuous approach towards children's care and learning. The staff team demonstrates high aspirations for maintaining continual improvement, which is evidenced in their successful self-evaluation systems.

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

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

- developing further the children's linguistic diversity, by providing further opportunities for children to use their home language in their play and learning.

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

The nursery has established extensive policies and procedures to support the safe and efficient management of the provision. Safeguarding children is given the utmost priority and is effectively promoted through vigilant practices in the provision. Children's welfare is successfully implemented through robust recruitment, vetting and induction procedures. The staff team demonstrates a confident knowledge and understanding of their roles and responsibilities. All staff are involved in keeping children safe through comprehensive risk assessments. These monitor all aspects of the environment and resources available to children. There are also comprehensive procedures in place to support the safe conduct of outings.

The management team is committed to promoting high quality experiences for children. All staff are fully supported to enhance their professional development and skills through both in-house and external training opportunities. There are successful opportunities for staff to reflect on their practice through regular team meetings and supervision with the manager. The nursery boasts a well-qualified staff team. They demonstrate an enthusiastic approach towards their roles and responsibilities as they effectively engage the children in their care. Staff organise an inviting and stimulating learning environment for children.

There is an excellent focus on promoting equal opportunities and valuing diversity. Staff value children's home languages and cultures within the provision. Although, children could be supported further to use their home languages in their play. The staff team are effectively deployed to support children's individual needs; including children with special educational needs and/or disabilities. Children are able to make independent choices from a stimulating range of activities and good quality resources. They confidently move freely between the inside and outside play areas. There are highly effective partnerships in place with parents and outside agencies to promote an inclusive service for children. Discussions with many parents demonstrate their high levels of satisfaction with the services they receive. Parents' comments include, 'I am extremely happy with the nursery and the quality of learning experiences offered to my child. Staff are very welcoming and keep us well informed about our children's progress.' And 'We receive regular emails about current topics and excellent information on how we can support our child's learning at home.' These purposeful partnerships demonstrate an excellent approach towards meeting children's individual care and learning needs within the provision.

The manager and her staff team demonstrate an enthusiastic approach towards self-evaluation and continuous improvement. The nursery has made excellent progress in addressing recommendations raised at their last inspection. For example, there are now robust attendance registers in place to accurately reflect the times when children are present. All children now have easy access to drinking

water which supports them in meeting their own needs when they are thirsty. The nursery has continued to review all of their policies and procedures and ensures that these are easily accessible to staff. The nursery team are forward thinking. They have set clear targets within their self-evaluation systems to support future improvement. These exemplary practices are reflected within the high quality care and learning opportunities that are provided for all children.

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

The staff team demonstrate a thorough knowledge and understanding of the Early Years Foundation Stage learning and development requirements. They use this framework exceptionally well to plan for and nurture children's growth and development in all areas of learning. Children are successfully monitored as observations of their achievements effectively feed into planning systems. Children with special educational needs and/or disabilities have detailed individual educational plans in place. These ensure that children are supported to reach their individual milestones. Staff effectively organise the environment as they plan opportunities for children to engage within both adult-led and child-initiated play. Both the inside and outside environments are exceptionally well-organised to promote children's independence. Children are extremely happy and settled in the nursery. It is clear that they have established caring and affectionate relationships with staff.

Children are developing excellent social skills. They confidently talk about their feelings and how their behaviour may impact on others. For example, one child expressed, 'It is important for my friends to be happy.' This was following a discussion about being kind and considerate to one another. Children are learning through good adult role modelling the importance of respecting and valuing one another's differences. This is further supported through an extensive range of planned opportunities to learn about different cultural festivals. Children have purposeful and fun opportunities to develop their communication, language and literacy skills. They are excited to use their bodies to create letter shapes, and then confidently practise writing these on the white board. Children enjoy mark making pursuits including writing in the sand. It is evident that pre-school children are developing successful early reading skills.

Children have extensive opportunities to learn about their natural world around them. They help to take care of the free range chickens which live in the garden and benefit from having fresh eggs which they can eat. Younger children are delighted to go for listening walks around the garden. They excitedly report that they can hear birds, the chickens, and rustling noises as they walk through the dried leaves. Staff effectively extend children's learning through good open-ended questioning. Children have purposeful opportunities to explore numbers and general problem solving skills. For example, they are enthusiastic to guess how many children are present today. They are then encouraged to count those who are present and then find the correct number on the white board. Children demonstrate that they are developing excellent mathematical concepts.

Children have a wealth of opportunities to be creative. They are able to explore and investigate the properties of natural materials such as water and sand. They are able to paint, and create collages from a variety of materials. Babies demonstrate their amazing rhythm and coordination skills as they engage in music sessions. They thoroughly enjoy playing African drums and strumming the music teacher's guitar. Staff enthusiastically engage within these sessions which in turn fully supports children to enjoy and achieve. Children relish opportunities to be active and develop their physical skills. They confidently use their stimulating garden area which provides them with many physical challenges. For example, they enthusiastically climb apparatus, crawl through tunnels and balance on beams. Pre-school children thoroughly enjoy music and movement sessions. They excitedly demonstrate how they can hop on one leg, stretch their bodies and make themselves into a tiny ball.

Children's good health and well-being is prioritised by staff. Children are cared for in a secure, clean and comfortable environment. They are provided with wholesome meals which are prepared freshly each day. Children are supported to understand the importance of eating healthily and why they must practise effective personal hygiene procedures. Children with allergies have their individual needs successfully met as their dietary requirements are fully catered for. Staff have attended specific training to support them in dealing efficiently with any allergic reactions. Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. For example, children engage within regular evacuation drills and learn why this helps to keep them safe. Children are confident to articulate safety rules such as why they must not run in the indoor environment. Overall, children are exceptionally well-behaved. The staff team are attentive, praise the children frequently and set a clear boundary regarding acceptable behaviour. Consequently, children are developing many excellent learning and development skills which help to set secure foundations for their future learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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