

# Active Learning Southgate Nursery

Inspection report for early years provision

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<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*.

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## Description of the setting

Active Learning Southgate Nursery is one of seven nurseries run by the Active Learning Childcare Company. The nursery registered in 2011 and operates from the ground and first floor of a purpose built premises in Southgate, within the London Borough of Enfield. Children have access to eight rooms, including access to specially designed studios offering opportunities for science, information and communication technology, performing arts and a designated arts studio. There is a secure enclosed garden for outdoor play.

The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register to care for no more than 99 children in the early years age group and, of these, not more than 42 may be under two years at any one time. There are currently 36 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

There are six members of permanent staff working with the children, alongside two bank staff and one part-time chef. All staff hold relevant early years qualifications to at least National Vocational Qualifications level 2 and level 3. There is one member of staff who has achieved Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a welcoming and mostly inclusive play provision where children enjoy a variety of learning experiences. Developing assessment systems and staff support help to ensure that children make good progress in their learning and development. However, staff have yet to consider how they can underpin and challenge children's learning further in positive attitudes to diversity and physical play. Staff prioritise children's well-being and overall they implement sound procedures to safeguard children. There are close working partnerships with parents and this contributes to meeting children's individual needs well. Self-evaluation and external monitoring checks are used successfully to make adjustments, demonstrating a strong capacity to improve.

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

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- increase resources and develop ways to promote positive attitudes to diversity and differences within all children to help them learn to value

- different aspects of their own and other people's lives
- plan and provide outdoor activities that offer physical challenge and provide equipment and resources that are freely accessible, challenging and interesting and can be used in a variety of ways or to support specific skills.

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

Documentation is appropriately organised, easily accessible and effective in supporting the operational practice. Staff review all written policies regularly to ensure that they are up to date. There are appropriate procedures in place to promote the safeguarding of all children in the nursery. Adults are vetted for suitability and staff work with an understanding of suitable working practices. Staff carry out risk assessments and safety checks so that any potential risks on the premises are minimised. Staff have a sound knowledge and understanding of child protection procedures and know what to do if they have any concerns. Staff maintain most records relating to children's health and safety. However, the staff have yet to carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved. The staff use self-evaluation effectively to understand the nursery's strengths and what needs to improve. This allows the staff to set clear targets for improvements and so enhance outcomes for children successfully.

Children are able to play safely in a nursery where the use of space is good and gives children many opportunities to be independent and move freely. Staff are well deployed as they successfully engage and support the children. A large range of interesting resources is available to support most of the children's activities. The accessible environment reflects varied and imaginative experiences that appeal to most individual needs, likes and interests. The staff generally promote inclusive practice through activities, procedures and the use of some resources. Staff plan different cultural activities to allow children to gain an understanding of diversity within their community. However, there are few resources that promote positive attitudes and help children learn to value different aspects of their own and other people's lives. Children are very happy in their play and develop a sense of belonging, as they feel included and welcomed into the nursery.

The staff have very positive partnerships with parents. Parents and carers are welcomed to play a significant part in sharing information and contributing to the progress and development of their child. Staff keep parents verbally informed about their child's progress and parents with younger children receive more detailed daily information. Developmental profiles and art folders are available for parents to view. Parents are provided with relevant information about the curriculum so that they can support their child's learning at home. Good communication and relationships with parents and children, enable staff to gain their views. Parents express their satisfaction with the care and learning opportunities on offer and comment especially on the unique facilities and their child's improving skills. The staff understand the importance of building effective partnerships with other professionals and early years settings that children may attend. However, this does not currently apply to any of the children currently in

their care.

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

Children are well settled and happy at the nursery. Children develop independence as they find their coats to go outside or serve their own lunch. A busy atmosphere prevails as children show much interest in the selection of resources and different rooms available to them. They are able to access equipment and materials easily and are keen to try out different creative activities. This encourages them to explore and investigate independently as well as in groups. Children learn to use words and numbers to express themselves as they explore and create alongside adults. Staff have a good understanding of the Early Years Foundation Stage framework and plan activities to cover the six areas of learning. They use group times effectively, encouraging children to contribute to discussions and make choices. Children are supported by staff who join in their play and offer help when needed. The staff have a good understanding of the starting points of each child and effective observations monitor the progress that children make. Staff use a variety of assessment methods to prepare individual learning plans and set targets for each child. Consequently, children are making good progress in the nursery and staff promote most outcomes for children well. Children acquire skills and abilities, which are appropriate to their age. Their progress ensures that children prepare well for future learning needs.

Children respond well to adults as they share books, sing together or follow their guidance when using messy play resources. Children enjoy many learning opportunities indoors and outdoors. Adults allow children to have an understanding of the varying needs of other children, for example children of different ages. In addition, children are able to use skills that they already have and they concentrate for an appropriate amount of time. Daily opportunities for exercise are available outside, where children develop skills in pedalling, manoeuvring, digging and coordination. However, the nursery does not make full use of this outside area. For example, staff do not plan challenging outdoor activities or provide challenging resources to use in a variety of ways or support specific skills. Children have many opportunities to be creative as they play purposefully with role-play resources. They enjoy the feel and texture of paint, for example, younger children delight in hand printing and older children are interested to paint with feathers and shredded paper. Children develop strong communication, language and literacy skills as they converse confidently with staff and show an interest in books, painting and drawing. Some older children are able to write their names. Children use number and values as they play and tackle everyday situations, which allow them to gain mathematical understanding well. Children learn about their environment and experience many celebrations throughout the year. Older children use technology during their time at the nursery, accessing programmes on the computer. Younger children are interested in many interactive cause and effect toys that encourage them to push and press buttons and learn how to make things work.

Children make a positive contribution to the nursery as they are well behaved and

are learning to share fairly. They develop close friendships and enjoy the company of others, for instance, when playing imaginatively in the den area of the classroom. Children's welfare is promoted well by the nursery. All children have an age-appropriate understanding of their own safety and that of other children. They behave in ways that keep themselves and others safe. They do not yet practise emergency evacuations of the nursery to become familiar with the procedure. Staff are attentive to good hygiene practices and provide easy access to hand washing facilities. Children also enjoy brushing their teeth after eating food. At snack and meal times, children enjoy a variety of healthy snacks and nutritious, freshly cooked produce, which promotes a good understanding of the importance of healthy eating. Consistent praise and encouragement ensures that children develop high levels of self-esteem.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	2

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