

# Finsbury Park Day Nursery

Dulas Street, Finsbury Park, London, N4 3AF

<b>Inspection date</b>	29/01/2013
Previous inspection date	24/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning as the environment is set up well to support their interests and exploration both indoors and outdoors.
- Staff are very responsive to babies' and children's personal, social and emotional needs. They manage children's behaviour well and help children to acquire the skills needed to be ready for school or the next stage in their learning.
- Children's safety and well-being is a priority. Staff are vigilant in monitoring visitors to the nursery and implement good systems to identify and limit children's access to potential hazards.
- All children are included and valued because staff work with parents to find out about children's individual needs, home backgrounds and requirements.

### It is not yet outstanding because

- Opportunities to fully challenge and extend babies communication and language skills are at times missed.
- Not all children are encouraged to develop their independence and self-help skills including pouring their own drinks or serving their own food.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interactions, indoors and outside.
- The inspector and assistant manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff within the nursery and parents, and held discussions with the assistant manager and training manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- Safeguarding and child protection issues were discussed with the staff, assistant manager and training manager and the policy reviewed.

## Inspector

Vicky Vasiliadis

## Full Report

### Information about the setting

Finsbury Park Day Nursery registered in 2004 and is situated in Finsbury Park in the London Borough of Islington. The nursery operates from six rooms in a purpose-built building. It is one of five nurseries run by Asquith Court Nurseries Limited. Children have

access to an enclosed outdoor play area. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

They offer care to 103 children under eight years and currently have 64 children on roll within the early years age range. The nursery provides funded early education for three- and four-year-olds. Several children in attendance speak English as an additional language. There are 29 members of staff employed by the nursery, of whom 27 hold early years qualifications. There are two staff currently working towards an early years qualification.

### **What the setting needs to do to improve further**

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

- strengthen babies communication and language skills by talking to them about what is happening, and using talk to describe what children are doing by providing a running commentary
- strengthen children's physical development by allowing children to pour their own drinks and serve their own food.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery successfully identifies children's starting points, and observation, assessment and planning are effective. As a result, staff are able to effectively monitor children's learning and development. Children are provided with a stimulating and well-resourced environment that supports their all-round development. For example, resources and activities are well organised, attractively presented and easily accessible to children. Children take great pleasure in washing their dolls in the water tray and making bubbles with the soapy water. The staff involve parents in children's ongoing learning and development, as they share development records with them. Parents' evenings take place and written summative reports shared with parents. The nursery adopts a number of methods, such as reading books for home, which encourage parents to be involved in their child's learning.

Staff use good teaching techniques, have high expectations of children, engage, and

motivate them. This has positive benefits on all children, who make good progress in their learning and development. Children are keen to learn and show great curiosity. They thoroughly enjoy exploring the sand and transporting it around the garden. Older children are confident talkers and take great delight in talking to visitors. They are keen to introduce themselves and their friends and to talk about their likes. Children say that they like coming to nursery, playing in the construction area and with the trucks. Staff pose open-ended questions and allow children time to think and respond. For example, children talk about what they did when it snowed. Staff respond to babies' conversations and they talk to them. For example, when babies paint boxes, some staff talk about what they are doing and the tools that they use. However, staff sometimes miss opportunities to extend babies' communication and language skills. Babies take great pleasure in exploring the different textured materials in treasure baskets. They explore using their senses and staff engage in playful games with them. For example, toddlers take great pleasure in rolling items to staff and then waiting for them to return. Older children show a keen interest in technology. They are able to turn on the computer and navigate screens to find the programs that they wish to complete. Children increase their understanding of numbers as they learn to count everyday objects, such as the amount of plates they have.

Children receive lots of praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence. They feel included and valued as staff work well with parents to find out their individual needs and requirements. For example, staff talk to parents about children's home languages and obtain key words. This helps to ensure that children learning English as an additional language receive good levels of support in readiness for school. There are welcome posters in different language scripts and visual images of diversity on display in the nursery. Parents are welcomed into the nursery to share their cultures. For example, parents and staff brought in food dishes representative of their cultures, in order to celebrate and acknowledge diversity. Consequently, children begin to develop an understanding of their own and others cultures.

### **The contribution of the early years provision to the well-being of children**

An effective key person system is in place, which helps children to feel secure and confident within the nursery. Children display a sense of belonging and appear settled and happy. Staff are very responsive to babies' and children's personal, social and emotional needs. For example, staff sit comfortably with babies during feeds; they talk to them and give good eye contact. This helps babies to feel secure and safe. Children behave well in relation to their ages and levels of understanding. Staff implement appropriate behaviour management methods. For example, children proudly show off their stickers that they receive for their efforts and achievements. Staff talk to children at their level and encourage them to share and take turns during their play. Staff remind children to use their 'gentle hands' and to share with their friends. Consequently, children acquire the skills needed to be ready for school or the next stage in their learning.

Children are able to make choices in their play as they are able to access a wide range of good quality resources. This enables them to lead their own play and learning. Children

begin to develop their independence and self-care skills as staff encourage some children to serve their own meals. However, not all children have the opportunity to pour their own drinks or serve their own food, which limits their independence. Staff talk to children about eating healthy foods and why it is important to wash their hands before eating. Children of all ages access the outdoor area on a daily basis. They enjoy running around, taking part in games and using their physical skills to navigate tricycles around the garden. Babies enjoy moving around freely as they have space to crawl, stretch and explore in safety. As a result, children begin to develop an understanding of healthy lifestyles.

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

The management team has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff are well deployed and children supervised and kept safe. Staff conduct checks on the premises and effective risk assessments procedures help to minimise children's access to potential hazards. The inspection was brought forward following concerns received by Ofsted about the effectiveness of the provider's safeguarding procedure. It was found that an incident had occurred prior to the inspection. The provider had failed to ensure that the safeguarding policy, procedure and staff understanding met with regulations. However, the provider took appropriate action and now has a robust safeguarding procedure in place. Those in charge understand the procedures for dealing with concerns and disclosures from children. Staff demonstrate a clear understanding of safeguarding issues and the reporting procedures that should be followed. There are robust recruitment procedures in place, which helps to ensure that adults caring for children are suitable to do so. Staff monitor visitors to the premises, and any individuals not vetted, do not have unsupervised access to children. All new staff are subject to an induction process. This includes ensuring that they are aware of the nurseries policies and procedures, particularly in relation to child protection and safeguarding. This helps to promote children's safety and well-being effectively.

The management team has a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. Managers monitor the educational programme as they review and amend their systems for observation and assessment as needed. In addition, the nursery work with staff from the local authority and take on board any recommendations they suggest. Consequently, the educational programme successfully challenges and stimulates children's learning and development, and children make good progress. The management team recognises and values the importance of self-evaluation and ongoing professional development. Staff are encouraged to attend regular training and to develop their professional qualifications. As a result, staff continue to develop and improve their skills and knowledge. Parents and carers are able to contribute to how they would like the service to be improved. For example, parents identified through parent questionnaires that they would like menus to reflect a wider range of cultural foods. The management team took this on board and menus were adapted to reflect this change. Since the previous inspection, the management team and staff have addressed all recommendations. This has had a positive

impact on children's well-being, learning and development. As a result, the nursery continues to sustain good levels of care and education for all children.

The nursery has effective systems to promote partnership working with parents and others. All parents have opportunities to meet with staff on a regular basis to discuss their children's achievements and progress. Staff share information with parents and carers verbally at drop off and collection times. There are daily diaries for the children under two years, which share information about children's personal care and their achievements. There are home learning sheets which parents are encouraged to comment on, in respect of children's interest and activities at home. Staff use this information to feed into their planning for the children. Consequently, parents are able to be involved in their children's continuous learning and development. The staff help to prepare children well for the change from nursery to school. They talk to children about moving on to 'big' school and read stories to them. When children leave for school, they have graduation ceremonies and parents are encouraged to attend these events. Staff complete written transitional documents when the children leave their care. As a result, children prepare well for the transition to school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY288638
<b>Local authority</b>	Islington
<b>Inspection number</b>	896963
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	103
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	24/01/2011
<b>Telephone number</b>	020 7263 3090

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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