

# Crouch Hill Day Nursery

33 Crouch Hill, Islington, London, N4 4AP

<b>Inspection date</b>	19/04/2013
Previous inspection date	25/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 enjoy their time at the nursery where their individual needs are met and valued. Their backgrounds and home languages are known to staff and parents are encouraged to bring information about their culture into the nursery.
- The learning environment is organised to afford children access to a range of good quality age appropriate resources.
- Staff plan activities based on children's individual needs and interests to enable them to make good progress.
- The management team effectively identify the strengths and areas for development in the nursery. They target plans to improve outcomes for children.

### It is not yet outstanding because

- Staff do not plan many outings to the local community for babies and toddlers.
- Staff do not take all possible opportunities to enhance children's independence during creative activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the three play rooms and the outside learning environment.
- The inspector talked with some parents, staff and children within the nursery and held discussions with the nursery manager and training and development manager throughout the inspection.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector looked at a sample of available documentation such as observations and activity plans.

## Inspector

Helen Steven

## Full Report

### Information about the setting

Crouch Hill Day Nursery was registered in August 2004 and is one of 79 nurseries and crches run by Asquith Day Nurseries. It operates from the basement and ground floor of a large building in the Crouch Hill 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. There are currently 51 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 .The setting employs 18 staff, of whom 13 hold suitable childcare qualifications. Spanish and drama sessions are also on offer.

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

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

- provide more regular opportunities for all children to benefit from outings to gain knowledge of the local environment
  
- enhance opportunities for children to be independent during creative activities.

### Inspection judgements

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

Children have access to a good range of activities and learning experiences across the seven areas of learning. As a result they make good progress. Key persons effectively assess children's starting points and monitor their progress throughout the nursery on an ongoing basis. They use this information in individual planning based on children's interests. Staff produce accurate summaries of children's progress and share these with parents. This enables parents to share in their children's learning. Systems are in place to support children well as they move between rooms within the nursery. They visit their next room with their key person. Key persons share information with the staff in the new room to give children clear continuity and to make sure that their learning needs are planned for securely. Staff use their 'talking and thinking books' to discuss moving on to school and help children in their preparation for this next stage in their lives. As a result, children all make smooth moves to their next setting.

Children benefit from access to a wide range of good quality toys for both indoors and outside. The children are able to choose and instigate activities themselves as well as being involved with adult-led activities. Staff talk to babies and sing to them during the day, they commentate and ask them questions to develop their communication skills. As a result babies swiftly learn to make recognisable sounds. Children's home languages are known by their key person and staff seek keywords from parents to use in the nursery. Parents are encouraged to share information about their culture which enables children to feel that they belong in the nursery.

Staff plan effective activities to develop children's communication and language skills. Toddlers are encouraged to take turns in choosing a figure from a box to show which song they want to sing. Children have access to a range of books and are encouraged to communicate at group times. Staff plan activities in order to extend the children's vocabulary. Older children are confident talks and are happy to talk to visitors about the nursery. Toddlers are writing and drawing circles and lines, they experiment with drawing inside a stencil showing increasing control over their pencils. This helps them to explore their early writing skills. Staff plan good activities to develop children's mathematical understanding. Babies are encouraged to understand 'big and small' as they move balls of different colours and sizes around a large shallow container, eventually watching them cascade across the garden as they tip them out. Toddlers sing number songs with gusto as they count down from five before their imaginary spaceship zooms to the moon. They enjoy exploring the sand and transporting it into the garden role play area. Older children recognise different shapes as they play a tabletop sorting game. They discuss how many sides different shapes have. Children have opportunities to build with construction bricks of different shapes and sizes.

Older children have opportunities to learn about their local environment through visits to places in the community, such as the library. Visitors share their experiences with children, for example, a local police officer comes to talk to the children and shows them his bicycle. Talented parents play their musical instruments at the nursery so that children begin to experience live performances. 'Spidey' the bear is taken by families on days out and holidays and his experiences are shared with the children. There are opportunities for children to grow plants and vegetables in the raised beds created in the garden. Children explore the feeling of flour and how this changes when water is added. However, younger children do not have many opportunities to go on outings to their local community which affects their understanding of the world around them.

Children spend time engaging in imaginative role-play based on their own first-hand experiences. They dance to the music and enjoy drama activities. Overall children are able to be independent and are able to express their ideas through painting. At times, although staff invite children to pour water and drip paint to create their own patterns, they put their hands over children's hands which prevents them being fully independent.

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

Children enjoy a range of opportunities for physical activities, for example negotiating space on ride-on toys and playing on the slide. Toddlers move around the playroom and climb up low level steps. Babies are supported to stand to as well as having space to crawl. Staff support children's well-being by ensuring that they have opportunities to play outdoors every day. Pre-school children have the benefit from a free-flow between the indoor and outside environments. Toddlers have access to outdoor play on a daily basis. Babies have their own section of the garden which affords them a safe space with age appropriate resources., In addition, there are some opportunities to go on local outings for the older children; however this is not extended to regular opportunities for younger children and babies. The nursery have plans to developed the garden area to make it more effective in children's all round learning an development.

Children are happy within the nursery and have made relationships with their key person and other staff members. The provider has supply staff available that can cover at short notice, they are aware of the nursery's routine and know many of the children. Children have developed friendship groups and share ideas with each other. At times children behave in a way that is unwanted, for example, toddlers push their friends. Staff are calm in their approach, they gain the children's attention and talk to them. They manage children's behaviour effectively and children learn from their clear instructions. Children are encouraged to take responsibility for jobs such as tidying up and older children serve themselves at lunchtime.

Children's dietary requirements are known to staff and met by the cook at a local nursery who prepares fresh, nutritious food on a daily basis. Children have the opportunity to help themselves to water throughout the day from a jug so they understand how to manage their own thirst. Children tell visitors that they wash their hands before snack to make sure they are clean, showing that they understand the need for good hygiene. Nappy changing routines are generally carried out by key persons to help children feel secure. Babies' individual sleep routines are supported and all children who need to are able to rest after lunch. Staff sing as the children drift off to sleep, feeling safe and secure. Gentle reminders about safety are given during the day, for example when children walk up the stairs they are reminded to hold the rail. Children are able to tell visitors what they have to do to keep themselves safe in the event of an emergency evacuation. This demonstrates how effectively they are able to manage their own safety.

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

Comprehensive awareness of safeguarding issues among managers and staff supports children's safety and security. Children are safeguarded by the organisation's robust recruitment and vetting procedures, including the successful induction of new staff. There is evidence that all staff hold Criminal Record Bureau checks. Signs are prominent in the premises to remind staff, parents and visitors that mobile phones cannot be used in the nursery. An intercom system is used for the main door which is secure to prevent children leaving the premises unsupervised and to prevent unauthorised persons entering. A large number of staff throughout the nursery hold valid paediatric first aid certificates in order to

treat children in the event of an accident.

The setting is part of a large chain of nurseries and policies and procedures are consistent across the organisation. There are effective systems in place to supervise and mentor staff, including regular appraisals and staff meetings. As a result, staff work well individually and as a team, and those who require coaching in areas of practice are supported well. The manager is driving improvement by encouraging the staff team to identify strengths and weaknesses in their rooms. They develop targeted plans for improvement over a six week period and then review these. Plans include, for example, ensuring that children all have a picture on their peg to give them a sense of belonging and help them link their name to their photo. There are opportunities for staff to attend regular in house training, some of which is bespoke to the nursery. This demonstrates the provider has a strong drive to secure better outcomes for children.

The staff have a good relationship with parents who have access to their child's learning journeys. Parents attend regular meetings with key persons to share information and assessments of their child's progress. Parents complete annual questionnaires for the organisation and their feedback is used to identify areas for development. Newsletters are sent electronically and there are some strategies in place which help parents share their children's learning. Parents report that the key strength of the nursery is that staff are very kind and they 'put the kids first'. They feel that the food provided is very good and their children enjoy lots of activities such as cooking. The manager is fully aware of how to access support from other agencies as and when required to ensure children's individual needs are supported.

### **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 action. 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>	EY287945
<b>Local authority</b>	Islington
<b>Inspection number</b>	909599
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	25/02/2011
<b>Telephone number</b>	020 7561 1533

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

