

Woodberry Down Childrens Centre Nursery

Springpark Drive, LONDON, N4 2NP

Inspection date	17/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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		1
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

- Staff have a very secure knowledge and understanding of learning and development requirements, which they use enthusiastically to help children to become effective and motivated learners
- Staff are particularly skilled in encouraging children's communication and language and personal, social and emotional development.
- Children have a voice in all aspects of the provision. Their thoughts and ideas are valued and taken forward, which gives them high self-esteem.
- The environment is use extremely well to progress children's learning across all areas. The exciting stimulating outdoor play area enables children to take risks in comparative safety and to become active learners.
- Very good support is offered to children and families that require additional support and intervention.

It is not yet outstanding because

- Staff do not always make the best of everyday routines to help children understand simple number operations such addition and subtraction.
- Children do not have sufficient opportunities to learn about technology.

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.

Inspection activities

- The inspector observed activities in the playroom and within the garden area.
- The inspector spoke with the staff working in the nursery and recorded observations of their interactions with children.
- The inspector had meetings with the manager to look at documentation.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, alongside a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection

Inspector

Marilyn Peacock

Full Report

Information about the setting

Woodberry Down Children's Centre Nursery is an established early years setting which was transferred to the Hackney Learning Trust in 2012 but has been operating since 1945. The nursery operates from single level purpose built premises in Woodberry Down near Manor House in the London Borough of Hackney. The nursery is registered on the Early Years Register and there are currently 34 children on roll aged between three and five-years-old.

The nursery is open Monday to Friday from 7.45am to 5.45pm for 50 weeks a year. The setting employs 11 staff, 10 of which hold early years qualifications at level 3. One member of staff has a National Vocational Qualification at level 2. One member of staff has Early Years Professional Status and one member of staff has a National Vocational Qualification at level 4.

The nursery supports a number of children that have special educational needs and/or disabilities and a number of children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old.

What the setting needs to do to improve further

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

- make the most of everyday routines to introduce children to simple number operations and number in the environment
- provide more opportunities for children to acquire skills at using technology to support their learning across all areas.

Inspection judgements

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

Children thoroughly enjoy their time at nursery. They are enthusiastic and motivated learners who are making good progress across all areas of learning. The staff are very knowledgeable about how children learn and their teaching is based on their broad understanding of the seven areas of learning. Children enjoy an effective balance of adult led and child initiated activities indoor and out each day. Planning and assessment is strong and ensures that children make good progress while attending the setting. There is a strong focus on the Characteristics of Effective Learning and planning and practice

reflects the success of this focus. The staff listen to the child's voice and therefore are able to plan activities which inspire them to become active learners. Planning is built on children's individual needs and interests. There are positive relationships with parents and other professional involved in the child's life their comments are valued and incorporated in to the planning for children progress. The stimulating, exciting environments inside and out engage the children's interest encouraging them to play and explore creatively.

Children's communication and language is very successfully promoted. A short time each day is given over to small groups of children working with staff exploring sounds, tone and pitch through music and dance. Children are encouraged to listen to sounds in the environment. They listen to the sounds of the birds in the garden and the construction team working on the building next door. Staff and children play the "find the item game" sounding out the first letters in the names of the objects that are hidden. The Staff give children time to talk. They use effective questioning which encourages children's thinking and prompts discussion. The environment is rich in print with good labelling of resources. Children explore shapes and numbers as part of regular activities. For example they are starting to learn the value of money as "the caf in the park" shows the prices of items. However, numbers and simple number operations are not built into everyday routines such as counting the number of children sitting round a table or how many have eaten their snack. Children delight in the stimulating outside play environment where all aspects of learning are promoted effectively. Children explore and investigate the plants growing in the garden. Children look at the weather talking about he sun shining and the wind blowing their hair. They delight in watching the boats on the reservoir to the back of the outdoor play space. Children interest in animals and the Serengeti is extended by the use of swamp like conditions reproduced in a builder tray. Children and staff snuggle up together in the reading hut, the children turning the pages and predicting the stories they know. But technology such as cameras, voice recorders and computers are not readily accessible for children to capture their thoughts and record their achievements. The staff are skilled at knowing when to intervene and when to stand back and let children discover for themselves through trial and error. An example being, when children are trying to put on their coats or wellington boots on, or when they are starting to feed themselves

The partnership with parents is give high priority. The staff collect a wealth of useful information at the start of the care arrangements. They obtain detailed information to establish what children can do and start to define their learning targets. Parents have access to children progress records at any time and these give a realistic picture of children's time at the nursery. Parents work well with staff as they are encouraged to share children's learning while away from the setting. They complete learning at home 'wow slips', which the child's key person uses to inform the planning for children's next steps.

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

Excellent care practices ensure that all children are settled, happy and enjoy their time at the nursery. All children show a strong sense of belonging. They are confident and have high self-esteem because they know they are valued as unique individuals. They have

strong friendships with their peers and show concern when children are finding things difficult. The staff are superb role models, they model good behaviour and are polite to children. Consequently, children behave exceptionally well and are caring towards one another, getting as much pleasure from other children's achievements as their own.

Staff work extremely well as a team. They fully understand their roles and responsibilities. The effective key person system means that children form secure emotional attachments to promote their well-being and developing independence. Children that have additional needs are able to play an equal part in nursery life. They work and play alongside the other children who include them in their tasks. The dedicated inclusion workers support their key children's independence very well. They work well in partnership with other professionals to provide an effective learning programme that helps children to reach the next steps on their unique learning journeys. Sensitive interaction from staff encourages children to explore their feelings with the aid of puppets, books and faces depicting different emotions. This aids children's ability to cope with different situations and to appreciate the feelings of others. In addition, it helps staff to understand children's emotions and devise strategies to support children at sensitive times.

Staff actively encourage children's physical skills and healthy lifestyles. The large outdoor play space gives children exciting opportunities to practise their climbing and balance. They excitedly swing on an old tyre secured to a tree laughing and exclaiming "I am very high", for example. They are highly skilled at manoeuvring cycles, scooter and prams around the traffic lights and cones, avoiding obstacles in their way. The staff make sure they are on hand to help them understand road safety and the rules when riding cycles. Children are given the opportunity to take part in challenging activities, and to think about their own safety while doing so. All areas of the nursery are checked for hazards each day as staff give safety a high priority. Effective steps taken to minimise any risks promptly. Children enjoy nutritious, healthy meals, which are prepared in the nursery kitchen by a cook. All staff know children's dietary needs and meals are checked before being given to children to make sure they fully meet those needs. Mealtimes are sociable times when the staff sit with the children to eat their lunch. Children learn excellent table manners and social skills, taking it in turns to serve their own food and drinks. They know not to start eating before everyone has lunch and remind those that forget.

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

The leadership team have, overall, a very good understanding of their responsibilities to deliver the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Comprehensive systems are in place to continually evaluate the care and learning provided to sustain continued improvement. Partnership with parents is extremely successful and staff have built good relationships with parents. There is very active parent's forum where parents and staff share information on aspects of the nursery and discuss future developments of the setting. Parents speak very highly of the provision highlighting the strong relationships their children have with their key person. They describe the excellent progress they feel

their children have made since they started. They also talk about the wonderful environment, particularly the outside provision, where their children can explore and play whatever the weather.

Children are protected well as all staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child in their care. Recruitment and induction is good at helping to check all staff's suitability to work with children. Regular appraisals and one-to-one meetings assess staff's ongoing suitability. In addition, there are regular opportunities for staff to update their knowledge of current childcare practice by attending training events. Consequently, all staff are very well trained and experienced and use this knowledge to enhance children's care and learning. They obviously enjoy their work and relish opportunities to take on additional responsibilities. The manager works with the nursery teacher to successfully monitor the planning and delivery of the educational programme by meeting with staff in each room and conducting observations of staff at work. These steps have all been successful in achieving a extremely skilled and knowledgeable work force that has the well-being of children at its heart.

Strong partnerships exist between the local authority and the Hackney Learning Trust and other external agencies involved with the care and education of the children that attend. These help to ensure that appropriate interventions are in place when children require additional support.

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

Unique reference number	EY450436
Local authority	Hackney
Inspection number	884290
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	37
Number of children on roll	34
Name of provider	London Borough of Hackney
Date of previous inspection	not applicable
Telephone number	02088153270

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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, 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.

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