

Noel Park Day Care Centre

Maurice Avenue, Noel Park, London, N22 6PU

Inspection date	10/06/2013
Previous inspection date	15/06/2010

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

- Staff have created a highly stimulating play environment. Children enjoy a variety of choice, indoors and outdoors, and learn to be independent.
- Staff enhance children's play through their involvement and talk. This encourages children to explore further and to learn through their own discoveries.
- Staff prioritise children's well-being at all times. All staff are caring and attentive to children. This helps children to feel secure and to develop a sense of belonging.
- Staff work very closely in partnership with parents and other early years professionals. There are effective systems in place to ensure that all children make good progress, given their individual starting points.

It is not yet outstanding because

- Staff do not always make the most of all opportunities, when interacting with children, to fully challenge and extend them further in their independent thinking and problem solving skills.

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 children taking part in a wide range of indoor and outdoor play activities.
- The inspector sampled the nursery's documentation, in particular documents that relate to safeguarding and children's learning.
- The inspector took part in a joint observation with the centre manager.
- The inspector spoke with some parents and members of staff.
- The inspector interviewed the centre owner and the centre manager.

Inspector

Jill Nugent

Full Report

Information about the setting

Noel Park Day Care Centre is privately owned and operates from a single-storey building in Noel Park in the London Borough of Haringey. The centre is open from 8am to 6pm every weekday for 48 weeks of the year. Children have the use of a large open-plan room and an extra small room. There are two secure outdoor play areas. A maximum of 43 children may attend the setting at any one time. Currently there are 72 children on roll in the early years group. The centre supports children with special educational needs and/or disabilities and those who speak English as an additional language. The centre receives funding for free early years education for children aged two, three and four. There are 12 members of staff, all of whom hold suitable early years qualifications.

What the setting needs to do to improve further

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

- enhance the ways that staff question children, to give them enough time to explore ways of solving problems for themselves and developing their own ideas further.

Inspection judgements

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

The centre is very effective in meeting the needs of children. The educational provision is child-focused and offers a variety of imaginative learning experiences across all areas of learning. Staff have a very good understanding of how children learn. They plan activities that are relevant to children's learning needs and support children well when participating in these activities. Children especially benefit from the wide choice of resources and activities that are set out around the play areas. These encourage children to explore in different play situations indoors and outdoors. Staff join children in their play, engaging them in conversation and offering help when required. Children enjoy the company of adults and this helps them to focus on their chosen tasks and encourages further investigation.

Staff are particularly good at motivating children by maintaining a flexible approach. They come alongside children in their play to reassure and encourage them during free play sessions. Staff do allow children to take the lead themselves during free play, which results in children learning through their own discoveries. They often devise their own games and activities, for example, organising a role play activity, working as a pair to construct a model or exploring musical instruments in a group. Children especially benefit from the many hands-on exploratory activities that are on offer. These encourage children

to express their own ideas creatively using different materials, for example, drawing, painting and printing pictures. In addition children become more aware of shape, pattern and capacity which provides a basis for further mathematical learning.

Staff have attended training in the 'Every child a talker' programme and this has helped them to use talk effectively when interacting with children. They ask questions that encourage children to think and communicate, for example, to describe figures they have drawn, their different sizes and attributes. Children learn to listen and respond as they take part in conversations with staff during free play. Children enjoy sharing books and joining in action songs and rhymes at group times. These activities help them to become more aware of rhythm and meaning in language. Staff take opportunities to teach children new things through talking and showing, for example, how to use construction tools or complete jigsaw puzzles. However, staff do not always use questions most effectively or give children plenty of time to fully explore these activities themselves, to enable children to think and solve simple problems at all possible opportunities.

Younger children are very well supported as they settle in and acquire new skills. Staff offer individual attention to encourage children to enjoy their play and gain self-confidence. This helps them to adopt an open attitude towards new learning experiences. Staff liaise with parents to better support children who speak English as an additional language. By learning some words in children's home languages they are able to offer reassurance to these children and help them overcome any anxieties. Staff organise the group times for younger children effectively. They encourage children to talk, sing, count and explore using different resources. Consequently children become confident in making their own decisions and contributing to discussion in a group situation.

Older children are well prepared for school. Staff encourage them to become confident communicators at group times by asking them to talk about events at home or activities they have taken part in during the session. They support children in the acquisition of key skills required for further learning in the areas of literacy and mathematics. Children learn about the different letters, sounds and numbers. When ready they are helped on an individual basis to begin reading and writing. Children develop good manipulative skills by joining in creative activities and messy play, learning to handle tools and small objects competently. They enjoy the use of a computer and whiteboard, which have programmes that reinforce children's learning in these key areas. Overall children make good, and sometimes better progress in their learning, given their individual starting points.

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

Staff promote children's welfare effectively. There is a well-established key person system which helps children to form secure attachments and develop a sense of belonging. Children have close relationships with staff and approach them confidently. They are always attentive to staff. They respond appropriately to instructions, for example, when the bell is rung for group times they respond by moving to the carpets. Staff arrange the resources and equipment in the play environment to encourage children to become independent, for instance, placing a stool by the sink so that children can wash their

hands. Similarly children use a water machine to get a drink for themselves when thirsty. Children make their own positive contribution to the group by learning to tidy away after themselves.

Children feel safe in the centre. The indoor and outdoor play areas are secure and the furniture and equipment is arranged in such a way that allows children to move around safely as they make their choices. Staff remind children about keeping themselves safe, for example, to take extra care when using large equipment. Children learn to manage risks themselves as they attempt challenging physical activities, such as balancing along logs or climbing over the climbing wall. Staff are always on hand to offer help and prevent any accidents. They quickly intervene if children upset each other, for example, when children take toys from each other. In this way children begin to understand potential dangers and learn how to behave responsibly so that they keep themselves and others safe.

Children are well-behaved throughout the day. They share fairly with others when playing in a group. If there is a dispute staff explain the issues clearly to children so that they learn to respect the needs of others. Staff also make sure that there are plenty of alternative resources on hand so that extra children can be included in activities if they wish. Children develop close friendships and are very happy exploring together in pairs or groups. Children develop good manners and are polite to each other, for example, when working together to construct models using wooden blocks they ask each other politely for more blocks. As a result there is a relaxed and busy atmosphere with children of different ages mixing well. They are very content and often have fun, for instance, when playing football outside or washing dolls around a water tray.

Staff encourage children to adopt healthy lifestyles. They provide a variety of healthy meals and snacks, offering children choices within a healthy menu. Children enjoy their meals and learn good social skills as they sit together in small groups with members of staff. The outdoor area is made available for most of the day so that children can access a range of activities that reflect those indoors, but with the added experience of being outdoors in the fresh air. This encourages children to become active and confident learners. Staff take children to the neighbouring park and local shops so that they find out more about the local community and natural environment. Children learn about their many differing cultural backgrounds at special events, for example, when they celebrate a festival or dress in clothes and share food that reflects their own culture. This helps children to learn more about diversity in a wider world.

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

The centre is very well managed by the owner and manager, who work effectively in partnership to lead the team of staff. There are good procedures in place to promote the safeguarding of all children. The owner ensures that all staff are vetted and suitable to work with children. The centre's policies are clear and unique to the setting. They are reviewed annually and shared with parents and staff, so that all adults have up-to-date

information. Staff discuss safeguarding issues at regular meetings throughout the year. They learn about new ideas, for example, attachment theories. They understand what to do if they have any concerns relating to child protection. They are efficient in maintaining all records relating to children's health and safety.

Staff carry out regular risk assessments of the premises, ensuring that they cover all aspects of the environment and that these are also checked daily. Staff keep a note of any extra potential risks that arise and record the action they have taken to minimise that risk. In this way they continue to promote the safety of children on the premises. Staff are well deployed around the centre and supervise children closely. For example, there is always one member of staff assigned to monitoring older children as they go to and from their toilet area. There is secure entry to the centre. Children are well supervised when moving from the small room by the reception area to the large open-plan play area.

The manager has effective systems in place to monitor the educational programme and to ensure that staff are consistent in their use of observational assessment when planning for children's learning. Staff work well in partnership with parents and professionals when supporting children with special educational needs. They have attended a number of training courses to increase their knowledge of special educational needs. The manager is at present working on a new tracker system in order to enable her to check children's progress more thoroughly and therefore intervene more effectively to close any gaps in achievement. Recently she has worked on developing teamwork amongst staff and this has resulted in very good, well-coordinated support for children during the free play sessions.

Staff work in liaison with parents to encourage their involvement in children's learning and to help children achieve. When first starting at the centre parents attend a workshop to find out more about the educational programme and about how young children learn. Staff share their observations of individual children with parents at previously arranged consultations, giving parents an opportunity to exchange information about children's progress at home. In addition staff liaise with parents regarding children's individual focus activity weeks so that they can include parents' up-to-date observations and comments in their planning. Parents value the feedback they receive from staff and also their helpful advice, for instance, regarding management of their children's behaviour at home. Parents also enjoy the book-lending facility, which includes books suitable for both children and adults. There are good procedures in place for dealing with any complaints received by the centre.

Staff are given very good opportunities to further their own professional development. The manager carries out regular supervisions and appraisals so that she can help individual members of staff pick out areas of their practice for further improvement. Staff are encouraged to attend training courses, some of which are organised within the setting and others offered by the local authority. The owner prioritises training for staff as it leads to better outcomes for children. Since the previous inspection she has worked with staff on developing the quality of teaching and learning by improving the supporting systems and extending the partnership with parents, to include better quality feedback. Additionally each member of staff has been made responsible for a learning area and in this way they are encouraged to maintain and develop the activities available in that area. This

encourages staff to think about how best to support children in their area.

The centre maintains a good capacity for continual improvement through the use of self-evaluation. The owner takes account of parents' and staffs' views when assessing the strengths and weaknesses of the provision. She is committed to the provision of high quality care and education and motivates staff through her own enthusiasm. The centre has recently undertaken a quality assurance exercise in liaison with the local authority. The centre received an excellent rating, which has reassured staff about the quality of their practice. The owner is keen to continue improving the provision for children and has relevant ideas for the future, for example, organising relevant training events for staff and developing a bank of useful information for parents to help children in different family situations.

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	EY303155
Local authority	Haringey
Inspection number	919678
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	72
Name of provider	New Age Childcare Services Ltd
Date of previous inspection	15/06/2010
Telephone number	020 8881 8585

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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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