

N16 Tots

4 Defoe Road, LONDON, N16 0EF

Inspection date

Previous inspection date

23/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are very content as they clearly enjoy and thrive on the warm attachments that they have established with their key person.
- Children confidently explore the stimulating and accessible learning environment; this enables them to develop successful independence skills.
- Staff are enthusiastic in their interactions with children and consistently promote good speaking and listening skills. This supports these young children to develop confidence in expressing themselves in a variety of ways.
- The management team demonstrates a commitment to promoting quality care and learning experiences for children. Managers are continually looking at ways to improve practice, which includes providing ongoing professional development for their staff.

It is not yet outstanding because

- Although parents have good opportunities to communicate with staff there is still scope to improve ways in which they can be more actively involved in sharing and contributing towards children's ongoing assessments and learning.
- Not all children's home languages are fully reflected within the nursery.

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 children's play and staff interaction, both indoors and on a trip to the local park.
- The inspector and provider undertook a joint observation of a focused activity, which involved bathing the dolls.
- The inspector talked with staff and held meetings with the provider and assistant manager of the nursery.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies and procedures, and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

N16 Tots opened in 2013. It is a privately-run provision. The provider owns two other local settings, one of which acts a feeder for this young group of children. The nursery operates from a refurbished building, which has been renovated to meet the needs of the children attending. It is situated in Stoke Newington, in the London Borough of Hackney. Children have access to open plan play provision. There is no access to a garden; however, children are taken to the local park everyday. The nursery serves the local and wider community and is open 49 weeks of the year, closing for two weeks over the Christmas period and one week during the Easter holidays. It is open Monday to Friday from 8am until 6pm. Children may attend on a part-time or full-time basis.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children aged from three months to two years of age on roll. The majority of children move onto the linked nursery provision when they turn two years of age; this setting is a two-minute walk away. The nursery currently supports a number of children who speak English as an additional language. There are five members of permanent staff working with the children, alongside a part-time chef. The provider holds Early Years Professional Status and the day-to-day manager has a National Vocational Qualification (NVQ) at level 3. Half of all staff have early years qualifications with two staff currently working towards their NVQ at level 2.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by encouraging them to be more involved in contributing towards their children's ongoing learning within the provision
- provide more opportunities for all children to listen and use their home language within their play and learning.

Inspection judgements

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

Children experience valuable learning opportunities, which enable them to make good progress across all seven areas of learning. Staff demonstrate a good knowledge and understanding of how young children learn. They enthusiastically plan around children's interests and provide flexible routines so that children can play for sustained periods of

time. Staff maintain regular observations of children's achievements. They use these records to effectively track children's progress and to plan important next steps to promote their progression. Discussions with parents demonstrate that they are very happy with their children's progress. Parents' comments include, 'my child has really developed in confidence; they are speaking more and have really become very independent.' Staff clearly value the importance of sharing information with parents as they take time to discuss with them how their child has been and what they have enjoyed during the day. However, they have not developed systems to engage parents more actively in their children's continuing progression, by encouraging them to contribute towards their children's ongoing learning and assessments.

Children are happy and motivated in their learning. For example, children who have a keen interest in role play are able to access their favourite dolls, blankets and buggy, to engage in purposeful play. Staff are close at hand to offer support or just to encourage their imaginations. Many of the children attending are soon to become older brothers or sisters. Staff have effectively supported these children, both through purposeful role play and through reading books about having a new baby. Children enthusiastically engage in story time and singing sessions. They are familiar with action rhymes and confidently show off their singing skills and how they can use musical shakers. Staff are good role models in promoting children's communication. They continually engage in conversations with them and provide lots of language repetition. This results in children developing good listening and language skills. Children have weekly opportunities to engage in African drumming sessions where they can listen to songs and access their own musical instruments. However, not all children's home languages are fully reflected in the provision. For example, they do not have access to songs and music that link to their cultural heritage.

Children enjoy visiting their local park where they engage in energetic play. Staff use these opportunities to not only promote children's physical skills but also for them to become aware of their natural environment. For example, children are keen to collect leaves and twigs, which they bring back to add to their nature display. The youngest babies enjoy watching how the bubbles blow in the wind while the more mobile children are keen to try and catch them. During these fun experiences staff question children well; they encourage them to think about what is happening, for example by observing why the bubbles are blowing to the left or right and why they are rising up high. These positive experiences support children's curiosity and their enthusiasm to learn.

Children are developing successful independence skills. They confidently access the stimulating environment, which is equipped with high quality resources. Even the youngest babies are able to make decisions about what they want to do as they move independently between the messy play area and the carpet area. They enjoy exploring through their senses as they excitedly play with natural materials such as sand, water and rice. Children are learning positive self-care skills as they use forks and spoons to feed themselves and they are supported to wash their hands independently. Overall, they are developing the skills, attitudes and dispositions to support the next stage of their learning.

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

Children are happy and content in this welcoming and nurturing environment. They have established close relationships with their key person as they clearly enjoy all the cuddles and warm interactions they receive. Staff are effectively deployed as they spend all their time engaging positively with the children. They also plan regular one- to-one play sessions with their key children so that they can fully focus on children's individual interests. Staff confidently talk about their key children and their individual achievements. They value children's home routines, which are promoted well within the provision. Staff effectively promote children's independence as they encourage them to take care of their environment and praise them for helping to tidy away resources. Children are motivated by the positive praise and recognition they receive, which supports them in developing polite and cooperative behaviour.

Staff are focused on promoting children's understanding of risks and keeping safe. They discuss with them how to cross roads safely when they are on outings. For example, children are encouraged to observe the traffic lights as staff tell them that they cannot cross until the green man appears. Within the nursery children learn how to use climbing apparatus safely as staff discuss how they must always wait for their friends to finish going down the ramp before they come behind them.

Children enjoy healthy snacks and hot meals, which are prepared freshly on the premises. Children's individual dietary requirements are catered for as staff work in partnership with parents to meet individual needs. Meal times are relaxed, social occasions where children have time to eat comfortably and begin to manage their own self-care skills. Children are developing good personal hygiene habits as they learn why they must wash their hands before eating food. Children who do not like brushing their teeth at home are supported to do so within the nursery as their key person makes this a fun experience. Staff sit with the children at meal times and engage in conversations with them about the importance of eating healthy foods. They discuss how certain foods provide them with the vitamins and energy that their bodies need to keep them healthy. These discussions are reiterated during outdoor play sessions as staff teach children about the importance of exercise and fresh air and how this contributes to their good health and well-being.

Children benefit from a stimulating and accessible environment. All resources are of high quality and are suitable for the young children in attendance. These good choices of resources and the layout of the environment fully support children to become independent learners. Children are supported to develop a sense of belonging as photographs of their parents, grandparents and other important people in their lives are displayed in their environment. These are at a level for children to observe and also for staff to acknowledge with children. This also allows children to find out about their peers' families and to value their differences. Children are well prepared for their next stage in learning as there are good transitional arrangements in place to support their move to the linked pre-school provision, where most children move on to.

The effectiveness of the leadership and management of the early years

provision

The provider has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has initiated secure recruitment and vetting procedures to employ suitable and experienced staff. Half of all staff working with children hold relevant early years qualifications and the remainder are currently working towards qualifications. Although this is a newly registered provision the provider has two other local settings and therefore has a good knowledge and understanding of promoting requirements effectively. She has employed a warm and enthusiastic team of staff. Discussions with parents demonstrate that they feel the staff are the strength of the provision. Their comments include, 'staff are so welcoming; they are really focused on the children's individual needs, which is so reassuring,' and 'my child is so happy and settled; the staff are so positive and warm with the children it fills me with confidence in knowing that my child is happy and safe.' Staff are confident to discuss their responsibilities to safeguard children and to work in partnership with parents and outside professionals where this is necessary. They are clear of procedures to follow should they be worried about the welfare of a child. All staff are responsible for maintaining a safe and secure environment for children. Regular risk assessments of the environment and daily outings are continually reviewed. This fully contributes to the children being cared for in safe and secure environment.

The provider and her team demonstrate a competent knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The provider and manager work closely to monitor the quality of learning outcomes for children. They provide continual staff supervision and give support with the planning and assessment systems to promote consistent practice across the provision. Although all staff track their children's individual progression the provider and manager also complete their own tracking records, to help ensure that all children are achieving and that early intervention can be initiated where necessary.

There is a good focus on promoting professional development through training opportunities. Discussions with staff demonstrate that they really enjoy working in this nursery; they say they feel valued and that their ideas are listened to. The provider is committed to self-evaluation in order to initiate continuous improvement. For example, recent parental questionnaires were sent out to parents to gather their views on all aspects of the provision. Once these were returned all staff were involved in setting clear action points to address parents' suggestions and ideas on how they feel practice could be improved.

Discussions with parents demonstrate that they are very happy with the quality of care and learning opportunities available to their children. They say that staff are very approachable and always take time to communicate with them. The provider also works closely with local early years advisors who come into the provision to offer support and guidance on improving learning outcomes for children. This has recently involved being part of the Infant/Toddler Environment Rating Scale (ITERS-R). This programme is designed to assess centre-based child care programmes for infants and toddlers up to 30 months of age. The provider says that this has really supported the team in reflecting on

how they use space and resources with children and looking at how to promote consistent and quality personal care routines for children. Overall, partnerships with parents and outside professionals positively contribute towards promoting good quality provision for children.

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

Unique reference number	EY460389
Local authority	Hackney
Inspection number	909407
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	21
Name of provider	Kimand (UK) Ltd
Date of previous inspection	not applicable
Telephone number	02073542772

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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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