

Woodlands Park Nursery School & Childrens Centre

74-86 Woodlands Park Road, London, N15 3SD

Inspection date	16/10/2013
Previous inspection date	30/05/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Staff thoroughly understand how to establish extremely secure starting points for all children. They use these to track and assess children's progress throughout their time in the nursery, and to plan very effectively to close any identified gaps in their development.
- Staff are extremely supportive, welcoming and warm. The key person system is very well established, so that all children feel exceptionally at home in the nursery.
- Parents are involved in all aspects of their children's care and development, to promote all possible opportunities for them to share in their child's progress. This thoroughly underpins the children's rapid progress from their starting points.
- Staff are very aware of how to promote children's safety in the nursery. They have an extremely mature attitude towards safeguarding and child protection matters to promote children's safety in all possible ways.
- Staff value the uniqueness of all children in the nursery. As a result, all children enjoy an experience in the nursery that values all of their individual needs.
- Leadership and management are exceptionally strong in this nursery. Managers monitor staff performance very closely and weaknesses are swiftly tackled to continuously to improve outcomes for all children.

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

- Two inspectors were present at this inspection.
- The inspectors observed children in all areas of the nursery.
- The inspectors spoke to staff, children and parents to gather their views.
- One inspector carried out a joint observation with the Head of Centre.

Inspector

Naomi Brown

Full Report

Information about the setting

Woodlands Park Nursery School and Children's Centre registered in 2004 and is managed by a local authority maintained organisation, offering full day care, nursery school provision, and out of school care. The children's centre also operates from within the same premises and the under three's nursery has access to one large playroom. Children also have access to an enclosed outdoor play area. The nursery is in a residential area of West Green in the London Borough of Haringey. The nursery is open each weekday from 8am to 5.45pm, all year round. The nursery school operates term time only and the out of school provision opens term time only from 8am to 9am and 3.30pm to 5.45pm and during school holidays from 8am to 5.45pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 150 children in the early years age range on roll within the whole nursery school. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 16 staff to work directly with children. All of these staff hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- enhance opportunities for children to continue to use numbers in meaningful ways, for example, in the outdoor area.

Inspection judgements

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

Staff are excellent teachers who plan and provide a thoroughly engaging range of activities that cover all areas of learning. Staff use thorough assessments to identify children's progress and track children's achievements from the moment they start at the nursery. As a result, all children benefit extremely well from activities, resources and interactions that support all of their learning needs.

Staff value the individual learning styles of all children in the nursery. The outdoor area has been recently updated and is an inviting and inspiring area that provides many different experiences to support children who prefer to learn outdoors. Covered areas and an all weather surface mean that children can play outdoors in all weathers. As a result, both children who prefer to play indoors and outdoors are equally well supported. There

are many different levels indoors and outdoors to support children's large muscle development. Children thoroughly enjoy climbing small steps and are able to get on and off low chairs as they develop their physical skills. There are many areas for children to play imaginatively, and develop a wide range of skills in the garden area. There are many opportunities for children to develop their literacy skills outdoors as there is lots of text and print around them. Staff provide children with many opportunities to develop their early writing skills outdoors in the giant 'beach' sandpit, and they paint, draw and create outside. There are cosy areas to read and explore books outdoors. However, numbers are not as well represented outdoors to encourage children to further recognise that they can count anything indoors and outdoors. Staff allow children to be very independent outdoors and take many opportunities to extend their learning. For example, during the inspection there is a great downpour. Children watch the rain at the windows and staff take them out to view and explore the rain under covered areas. After the rain has eased off, a group of children take brooms outdoors. They splash in the rainwater and take great delight in sweeping it around, making patterns and bubbles as they sweep away the water. This enables children to take care for their environment, taking responsibility for clearing up and develops their physical skills. Staff encourage them to explore the patterns that they make and have great fun as they move their bodies round and see the effects of their movements on the water. Staff also support children's language skills. They ask children to describe the sounds that rain makes on the covered roof, as they hear it 'tapping' and 'patting' and 'drumming' on the plastic covered area. They explore the rain dripping through the canopies on other covered areas and experiment at pushing on a fabric sail with a broom to make the rain fall down and squeal as the water runs off the sail onto the ground. Staff are all very enthusiastic and have great fun with the children as they find out what happens and jump back from the dripping rainwater.

Staff promote children's rapid communication and language development in very effective ways. For example, every time a child speaks to a member of staff, they crouch down and make eye contact with children and give them very focussed attention. Children learn how to speak as they can watch and listen to staff speaking. Staff are very respectful of children's efforts to speak. They listen to everything that children have to say, and children know that their speech is always valued in the nursery. This also has a very positive effect on children's personal, social and emotional development during their time in the nursery. Staff support children who learn English as an additional language especially well. For example, staff learn words in children's home language with parents. Staff speak to children in their home languages and then repeat what they have said in English. When children point things out, or ask for them, staff say the English word before saying the word in the child's home language. This means that children learn to link their home language with English and develop their speaking and understanding skills from the secure basis of their home language. Tracking and assessment records show that any gaps in the attainment of children who learn English as an additional language, and those with special educational needs and/or disabilities are closing quickly in response to the highly targeted and supportive attention from all staff.

Staff use small group time very skilfully to consolidate ideas, thoughts and messages from children's free play. Staff read stories with children and these sessions are very engaging and lively. Staff read stories in smaller groups so that all children can be involved and engaged in a story and so that they all have time to ask questions and discuss their

thoughts. Staff give lots of opportunities for children to get involved using open questions and they listen to children very well. For example, staff remember who has been trying to speak and revisit them to ask for their contributions. As a result, all children are very engaged, focussed and involved and they all thoroughly enjoy the story, get to ask their question and answer each others' questions. This vibrant story time extends children's language, teaches them to take turns and concentrate and is very well pitched at their capabilities of concentration. This means that children benefit greatly from listening to each other and sustaining their shared, focussed attention as a group. This thoroughly promotes their concentration skills as they develop their readiness for school.

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

There is a very effective key person system in place across the nursery. This means that children are very secure emotionally. Even those children who are newest to the nursery show that they feel safe and secure. They readily choose things to do during free play, as staff ensure that they provide activities and resources that respond to all children's needs and interests. Staff make sure that they provide meaningful experiences to support children's security and to give them a safe space where they can share and process any concerns they have. For example, staff set up the role play area with children to reflect any upcoming experiences of children, including a dentist and a hospital. This means that children are able to use their imaginative play to work out any anxieties they might have about these experiences. This careful approach is also used to prepare children for their move to school as staff role play many aspects of the school experience. This means that children are very well prepared for their next stage of learning.

Staff thoroughly promote children's understanding of what is expected of them, because they praise them in meaningful ways. For example, staff state 'well done for sharing that toy; that has made your friend feel very happy. It is a very kind thing to do'. This means that children clearly understand the consequences of their behaviour and they behave in very respectful and safe ways. Children are thoroughly aware that their views and opinions are valued and welcomed in the nursery, as staff take great care to reflect their ideas and wishes in the nursery. For example, children have contributed to menus, to the set up of rooms, and to activities on offer. Children have been involved in the design of the garden area and are able to feel directly responsible for many of the things around them. This means, that all children, including those at greater risk of under-achievement, are able to feel a great sense of responsibility and value in the nursery.

Staff thoroughly promote children's independence. For example, all children are able to take their own coats off, persevering at hanging their coats up on a peg. Staff step back to let them do this. For example, children shake their arms out of their coats, pick them up from the floor and try to reach the peg. They concentrate as they try to hang coats up by the arm, the back and then by the hood. This demonstrates that not only do children know what is expected of them they are perfectly able to persevere. Children grin with pleasure when they succeed. This perseverance stands children in very good stead for their next steps at school. Children feel safe to 'have a go' as staff set no limit on their expectations of what children can do. This means that all children are able to reach their

full potential.

Children all have excellent opportunities to develop their understanding of healthy lifestyles. Mealtimes are very well managed, as staff sit with small groups of children. All children serve themselves and even the youngest children use cutlery successfully. Children tuck into their food and thoroughly enjoy what they eat. The younger children respond very well to the older children's example and all children develop excellent table manners. Mealtimes are calm and social occasions and this underpins all children's enjoyment of their food.

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

There is a very strong management team and all staff benefit from very clear leadership across the nursery. Managers are fully aware of the requirements of the Statutory Framework for the Early Years Foundation Stage and ensure that all requirements are exceeded. This results in a very safe, secure and supportive nursery, for all children who use it. There are very clear systems in place to train and support staff to identify any concerns about children in their care. All staff, including any volunteers undergo thorough safeguarding training. As a result, they all fully understand signs and symptoms of concern and are able to record and report any concerns about children's well-being and safety. There are strong, well understood systems in place to record and manage any accidents in the nursery. There is a high number of staff who are trained in paediatric first aid, so that they are able to respond to children's medical needs. As a result, children are very well safeguarded during their time in the nursery.

Staff deployment is very effective and well thought out, to promote and drive excellent practice throughout the nursery. For example, there is a successful balance of more qualified and less qualified staff, and those who have more and less experience across all areas and key person groups. This means that more experienced staff model strong teaching techniques to the less experienced staff and all children benefit from this consistently improving practice. There are high staff to child ratios across the nursery. Consequently, children are very well-supervised and this promotes their ongoing safety. There are very thorough monitoring systems in place for all staff, especially across the educational provision. This means that the management team are very aware of the progress of all children in the nursery. They are very well placed to identify if any children at risk of under achievement and support staff, and seek external support to address this. This means that all children have the opportunity to reach their full potential. There is a very dedicated and involved board of governors and these individuals offer great support to the management team. The governors and management team seek parent's views whenever possible and children have many opportunities to share their thoughts about what they want in their nursery. As a result, there are very strong systems implemented to identify and tackle any areas of weakness or underperformance. Improvements respond directly to the needs and wishes of the parents and children who use it. The nursery has an excellent capacity to continue to improve.

Relationships with parents and any agencies or professionals involved in children's care, are very effectively managed. Parents fully enjoy being involved in their children's nursery. They are able to take part in their children's learning in many ways to support their children in the nursery. Parents share their views through the parents' forum and take part in shared planning with staff. Parents state that they feel that the nursery has 'made me a better parent.' There is a well-established procedure for managing and investigating any complaints, and this is very well understood by the management team. There is seamless inter-agency working throughout the nursery that enables all children to benefit from excellent continuity of care and learning, from the very start of their time here. As a result, outcomes for all children are excellent.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY287236
Local authority	Haringey
Inspection number	931338
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	150
Name of provider	Woodlands Park Nursery School & Children's Centre Governing Body
Date of previous inspection	30/05/2013
Telephone number	020 8802 0041

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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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Piccadilly Gate
Store St
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M1 2WD

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