

# Finsbury Park Day Nursery

Dulas Street, Finsbury Park, London, N4 3AF

<b>Inspection date</b>	05/11/2013
Previous inspection date	29/01/2013

<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 are happy and confident in their environment as they are able to make choices about their play. This supports them in developing valuable independence skills.
- Babies are secure and content in the care of their key person. This is because staff are responsive to babies' individual needs and promote consistency of care for them.
- Staff are focused on encouraging children's communication and listening skills. This supports the good progress that children are making and helps them to acquire essential skills to support their move to school.
- Parents speak very highly of the nursery provision. They feel well informed about all aspects of their children's care and learning. This helps to support a continuous approach towards promoting quality care and learning opportunities for children.

### It is not yet outstanding because

- Although there are some excellent technology resources for the older children in the nursery, these are not so comprehensive for the youngest children who are showing a very keen interest in resources that allow you to explore cause and effect.
- There are missed opportunities in the baby room to display and share the wonderful photographs that are provided by their parents so that babies can see themselves and their families being valued in the setting.

## 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 outside in the garden.
- The inspector and manager undertook a joint observation of an outdoor play session.
- The inspector talked with staff and held meetings with the manager and regional training and development manager of the nursery.
- The inspector examined documentation including a representative sample of children's records, risk assessments, safeguarding policies including whistle-blowing 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

Finsbury Park Day Nursery registered in 2004 and is situated in Finsbury Park in the London Borough of Islington. The nursery operates from six rooms in a purpose-built building. It is one of 78 nurseries run by Asquith Court Nurseries Limited. Children have access to an enclosed outdoor play area. The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 79 children on roll within the early years age range. The nursery provides funded early education for three- and four-year-olds. Several children in attendance speak English as an additional language. There are 23 permanent staff working with the children, 22 of whom have early years childcare qualifications. There are also nine members of supply staff; six of whom have 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:

- extend further technology resources for the youngest children so that they can explore and make sense of objects and how they behave
- enhance the learning environments by providing more opportunities for the youngest children to observe displays and photographs at their level to further support their sense of belonging in the setting.

## Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements. They effectively plan a broad range of learning opportunities for children that are duly focused on promoting their interests. This supports all children to make good progress across the seven areas of learning as they are clearly motivated by the experiences available to them. For example, when children are playing outside and re-enacting a familiar story through role play, staff are fully involved as they participate in the imaginary scenario and offer additional resources and suggestions to offer challenge to the children. When some children become interested in another activity, which involves finding worms in the mud, staff do not discourage them. Instead, they suggest that they might want to use the magnifying glasses to take a closer look at the worms. Staff do not forget the children who are still interested in the role play story and return to engage in

their play. This demonstrates that staff have effective teaching skills as they are confident in meeting children's ever changing interests.

Staff record valuable information about their key children's development through regular observations of them at play. Staff are supporting children to make good progress because they regularly monitor them and record clear next steps to support their further progression. Staff have successfully implemented the progress check for children who are aged between two and three years of age in partnership with their parents. These robust systems support staff in identifying any signs of early learning delay so that necessary interventions can be implemented so that all children are able to make good progress given their starting points. Children who speak English as an additional language are supported to develop good English speaking skills as staff provide them with positive role models. Children's home languages are valued in the nursery as staff work with parents to record and use key words in their home language. For example, one child is surprised and delighted to find that her key person is learning to count in Czechoslovakian. Staff have also ensured that children are able to see dual language books and to listen to music from their different cultural backgrounds. Therefore, all children are developing a positive awareness of their cultural differences.

Children independently explore their indoor and outdoor environments. They have many opportunities to develop their physical skills as they can climb, balance and ride wheeled toys with growing self-confidence. They enjoy using the indoor ball pool and small climbing apparatus, which also provides challenges for the youngest children. Children are learning valuable social skills such as being able to share and take turns with favourite resources. They understand the need to listen and to wait when other people are talking. Older children are keen to share their early reading skills when staff remind them of the need to register their arrivals by finding their name card. Children are able to write their names and simple three letter words independently as they use their phonic knowledge of letter sounds. All children are developing good communication skills as staff spend time talking with them, reading to them and encouraging them to express themselves in all aspects of their play. Older children show good levels of expertise in using technology. They confidently use the computer to play mathematical games and access the electronic white board to engage in phonic singing sessions. Babies and younger children have good opportunities to explore their environments as resources are attractively set out at their level. They confidently investigate the good quality resources available to them. However, they do not have a full range of opportunities to explore resources that provide them with cause and effect. For example, resources where they can push buttons and use simple mechanisms, which will teach them how to achieve desired effects.

Staff have established professional partnerships with parents. They have engaged them in gathering children's initial starting points so that they can begin to understand their interests and what stage they are in their learning. Discussions with many parents demonstrate that they value the welcoming and friendly approach of the staff team. Parents say that staff are very good at communicating with them and supporting them to be involved in their children's ongoing learning. Parents say that their children are happy and safe in this nursery and that they have established warm and close bonds with their key person. These strong partnerships with parents fully contribute towards children's

emotional well-being in the nursery.

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

Children are happy and settled in this welcoming and child friendly environment, which offers good play provision both indoors and outdoors. It is evident that children have established secure and warm attachments with their key person. Babies enjoy cuddles when they are tired as staff reassuringly rock them to sleep in their arms before placing them in their cots. Babies are developing their independence, as they are able to move around their accessible environments freely. They access good quality resources at their level. However, staff have not considered putting displays at the babies' level so that they can enjoy observing their own art work and photographs of themselves and their families. At present photographs are stored in their individual folders. Discussions with staff acknowledge that this would further promote the babies' sense of belonging in the nursery. Staff are well-deployed to support babies play and exploration. Staff ensure that all routines including care routines are seen as an opportunity to promote positive experiences for babies. For example, staff sing to babies as they change their nappies and ensure that they are able to sleep when they are tired and have their milk when they are ready rather than waiting for specific routines in the day.

Relationships are strong across the nursery. Older children display polite and cooperative behaviour, which is supported by the good role models of staff. Children are developing a positive awareness of diversity as they enjoy experiencing different languages and cultures through planned experiences that are implemented within the nursery. Children are developing a good awareness of safe practices through practical experiences and through good teaching. For example, staff model how to use knives safely when children are cutting fruit for snacks. They ask children open questions about how they think they need to use these tools safely. Staff also use these opportunities to talk to children about healthy eating and the benefits this has on their overall health. Children are confident to discuss the importance of good personal hygiene as they say that they must always wash their hands before touching food because they do not want to pass on germs.

Staff are vigilant in their monitoring of children's welfare. Staff always discuss with parents any accidents that have happened at nursery and at home and record these so that they can be monitored. Staff are confident to discuss how they would deal with safeguarding concerns and demonstrate that protecting children's welfare is their primary concern. Children demonstrate that they feel safe and secure in this nursery. For example, older children are confident to discuss home events and upcoming holidays. Staff show a keen interest in children's discussions and support this by asking further questions. Staff effectively support children's independence and development of self-care skills. For example, children are delighted to serve their own food and pour their own drinks during mealtime routines. They are able to put on their own coats to go outside and to change from their wellington boots into their shoes when they go back inside.

Children are well prepared for their next stage in learning as there are successful transition arrangements in place within the nursery and with many of the schools that they

move onto. For example, for children who attend both a school nursery and this nursery, staff have created communication books so that information can be shared to promote a consistent approach towards their care and learning. This contributes towards children's emotional readiness for school.

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

The management team has a robust knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are secure recruitment and vetting procedures in place, which are overseen by the company's Human Resources department. Discussions with managers demonstrate that they are continually reviewing their safeguarding policies and procedures to make these more robust. For example, the company is now requesting all new staff to supply three references rather than two. All staff must undergo a probationary period and show good levels of understanding during their induction before they are offered a permanent position in the nursery. There is a strong focus on developing staffs knowledge of safeguarding, and health and safety, which forms part of their induction training. Staff are confident to discuss their roles and responsibilities in safeguarding children. They say that having a confidential process in place for whistle-blowing is reassuring.

The nursery has a well qualified staff team who receive effective supervision and support to enable them to pursue their continued professional development. Staff say that they feel well supported and demonstrate that they enjoy working in this nursery. There are good procedures in place to monitor the quality of teaching and learning. For example all staff engage in peer observations where their practice is observed, evaluated and reflected upon. This provides opportunities for them to receive praise and also constructive feedback about areas where they can improve. This helps all staff and managers to be involved in monitoring the quality of learning and development outcomes that are delivered to children. Managers are also involved in reviewing the quality of observations and assessments that are recorded on children's progression. Staff are currently developing further their assessment procedures for children aged between two and three years to make these more user friendly for parents.

The nursery has a successful development plan in place to promote continuous improvement. They have made good progress in addressing recommendations raised at their last inspection. For example, they have supported staff by providing training and guidance around enhancing babies' communication and language skills. They have also reviewed mealtimes to provide opportunities for all children including the youngest children to serve their own food and drinks. These changes in practice have enhanced children's skills and demonstrate that staff are committed to improving and delivering high quality learning experiences for children.

Partnerships with parents and other providers are a strength of the provision. This effective practice enables staff to promote consistent care and learning challenges for children. Staff are focused on promoting children's interests which are encompassed

within their planning systems. Discussions with parents demonstrate that they value staff's keen interest in their children's activities outside nursery. They say that staff are always willing to share home experiences and to support children, for example, when they have new siblings. Overall, these valuable partnerships contribute towards children being able to enjoy and achieve new skills in this nursery.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY288638
<b>Local authority</b>	Islington
<b>Inspection number</b>	937788
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	103
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	29/01/2013
<b>Telephone number</b>	020 7263 3090

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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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