

# Paradise Park Children's Centre Nursery

Paradise Park Children's Centre, 164 Mackenzie Road, London, N7 8SE

<b>Inspection date</b>	14/11/2013
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
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## The quality and standards of the early years provision

### This provision requires improvement

- The nursery has a wide range of interesting resources, and a stimulating learning environment where children can move freely between the inside rooms and large garden. This means that children have opportunities to be active learners.
- There is a well-developed key person system, that promotes good relationships with parents. Children are happy and safe at the setting and they enjoy warm relationships with staff and each other.

### It is not yet good because

- There is inconsistency in staff practice when supporting the development of children's communication and language skills.
- Some staff do not help young children effectively to develop an age appropriate understanding of how to assess and manage risks.

## 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 in the outside and inside areas and staff interaction with them.
- The inspector carried out a joint observation with the provider.
- The inspector reviewed a range of documents, including children's learning records, staff vetting checks and relevant policies.
- The inspector talked to children, parents and staff.
- The inspector held meetings with the provider and manager.

## Inspector

Naomi Hillman

## Full report

### Information about the setting

Paradise Children's Centre Nursery registered in 2005. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Child Care Register. It is a voluntary sector nursery run by Islington Play Association. It operates from two rooms in a Children's Centre, in Islington. All children have access to an outdoor play area. The nursery is open all year round from 8 am to 6 pm. Children can attend a variety of sessions. There are currently 50 children on roll aged from six months to five years. The nursery is in receipt of funding for free early years education for children aged three and four. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery has 18 members of staff, 17 of whom have appropriate early years qualifications. In addition, the nursery manager is a graduate and the head of centre is a qualified teacher.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by insuring that staff use consistent methods to promote the language and communication skills of young children.

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

- further develop staff understanding of how to support children to manage challenges and risks relative to their age.

## Inspection judgements

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

Children at the setting are happy and confident. They have access to a range of open-ended resources that enable them to explore and learn. The daily routine encourages independence and provides appropriate stretches of time for children to develop suitable levels of concentration and engagement in their play. The educational programme covers the seven areas of learning and development. The physical environment in the indoor and outdoor areas of the setting provides interesting and challenging experiences which meet the needs of children. The outside garden area is a well resourced and exciting learning environment.

The three and four year olds take part in forest school sessions in a local wood. They have opportunities to learn through exploring the natural world. Staff support children to take

part in a range of activities, for example, children have maps of the wood and use these to navigate around the paths. Staff extend their learning by using a range of directional language.

All practitioners spend their time appropriately engaging and playing with the children. Most practitioners understand how to promote the learning and development of young children well, for example, adults play a game of 'mister wolf' with the children, helping them to count as they play. However, the quality of teaching is sometimes variable. This is particularly noticeable in regard to practitioner's ability to support children's communication and language development. This area has been a focus of staff development since the last inspection, but there are still inconsistencies in staff practice. For example, during circle time staff do not use questions well at all times and do not pause to provide time for children to respond or form their own questions. As a result, staff do not use all opportunities well to promote children's thinking and language skills.

Key persons know their children well and make suitable observations and assessments of their learning and development. These observations are used to plan activities that support their next stage of learning. Children are working comfortably within the typical range of development expected for their age and acquiring the skills they will need at school.

The setting has developed good relationships with parents through effective key person systems. Key persons visit children and their families at home before they join the setting. These visits are used to get to know the individual children's needs and interests. Parents contribute to the initial assessment of their children's learning and development stages when they start at the nursery. Parents continue to contribute to their learning records throughout their time at the setting. Parents are kept well informed about their children's progress, for example they talk with confidence about their child's learning journey records and the Early Years Foundation Stage. This improves the accuracy and consistency in staff's observations and assessments of children's progress. The key person system ensures that there are some targeted systems in place to support children's individual needs, for example, small language groups focus on supporting children who need additional help with their communication, language and turn taking skills.

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

There is a well developed key person system. This means that children form secure attachments and are confident to seek reassurance and affection from their key person. Key persons know their children well. They are able to give detailed descriptions of children's particular likes, needs and interests and use this knowledge to promote their social and emotional well-being. The effective relationships that key workers build with parents means that they are able to work in partnership to support children through moves in the setting and eventually onto school.

Relationships are sound at all levels, staff demonstrate positive behaviour and have a clear understanding of how to promote positive behaviour in young children. These practices

are consistently implemented and as a result children are happy, behave well and play cooperatively.

Staff have a sound understanding of how to safeguard children. They understand the setting's safeguarding policies and know how to take the appropriate action to protect and support children in their care. Staff help children to understand the importance of a healthy diet and exercise. Children are developing the skills to manage their own personal care relative to their ages. The setting is clean and hygienic to support children's good health.

The setting provides opportunities for children to take part in activities that allow them to learn through suitable risks and challenges. These are clearly enjoyed by children for example, children are excited as they look at and talk about the photographs showing them toasting marshmallows on a fire. However there are some inconsistencies in practice, as some staff are less confident than others to teach children to think about risk and to assess risks for themselves. As a result children do not have the best possible opportunities to begin to manage risks and challenges relative to their age and stage of development.

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

The provider has a suitable understanding of her responsibility in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She ensures that the environment and resources provide a range of experiences that cover the seven areas of learning and development. The provider and manager have an effective overview of the curriculum and there are secure systems in place for tracking children's learning and development. These systems show that all children are making suitable progress.

Systems for performance management are in place and all staff have access to regular training. As a result of recommendations from the last inspection a focus for training has been children's communication and language skills. However there are still inconsistencies in staff practice, suggesting that this process is not sufficiently focused on improving the quality of teaching.

This inspection took place following concerns raised to Ofsted about staff's behaviour during a session where the nursery garden is shared with parents and children attending a drop in group at the children's centre. As a result of the concern the provider has carried out a suitable risk assessment and increased staff ratios, to maintain children's safety. Records and discussions with staff show that all staff understand how to appropriately deal with a similar situation should it occur again. The inspection found that the provider and manager had a suitable understanding of how to manage the risks associated with this shared session and appropriately promote the safety and welfare of children.

The provider and manager have a suitable understanding of the safeguarding and welfare

requirements of The Statutory Framework for the Early Years Foundation Stage. There are sound safeguarding policies in place. These are understood and implemented by staff and managers. All staff attend safeguarding training and have been appropriately vetted to work with children. Documentation relating to the smooth running of the nursery, such as attendance records, is appropriately maintained. The recruitment, induction and appraisal systems ensure that children's wellbeing and safety is promoted.

The current manager has only been in place for three months. She has aspirations and plans for the setting. New systems are in place but these have not yet had time to fully embed into practice. Some changes have been made to the setting as a result of recommendations from the last inspection, for example a new changing area has been created in the nursery room. The manager and provider have a suitable self evaluation system in place, which takes into account the view of parents and children, for example, there is a parent forum and the nursery carries out an annual parent survey to gather parents' views.

There are good systems in place to work in partnership with parents and appropriate interventions that meet children's needs are secured. Therefore children are receiving the support they need. There are suitable systems in place to work in partnership with other agencies. As part of a children's centre the nursery is able to signpost parents to a wide range of other agencies and resources.

**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>	EY321188
<b>Local authority</b>	Islington
<b>Inspection number</b>	938480
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Islington Play Association
<b>Date of previous inspection</b>	08/02/2011
<b>Telephone number</b>	0207 697 7330

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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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