

# Crouch Hill Day Nursery

33 Crouch Hill, Islington, London, N4 4AP

<b>Inspection date</b>	27/01/2014
Previous inspection date	19/04/2013

<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

- Staff create a stimulating indoor learning environment for children. They join children in their play, helping them to explore and extending their learning.
- Staff value children as individuals, enabling them to develop a good sense of belonging. Consequently, children develop good friendships with others in their groups.
- Staff promote the safeguarding of children effectively. They teach children how to keep themselves safe and healthy.
- Staff are well supported by the wider management team. All staff have good opportunities to attend training events and are encouraged to further their own professional development. This leads to better outcomes for the children.

### It is not yet outstanding because

- Staff do not always communicate effectively with lunchtime cover support resulting in children occasionally missing out on effective adult interaction around lunch times.
- Staff do not always make the outdoor area consistently available to all children throughout the day or plan a wide variety of outdoor experiences.

## 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 taking part in a variety of indoor and outdoor play activities.
- The inspector talked with staff and parents.
- The inspector sampled the nursery's documentation, with a particular emphasis on children's progress and safeguarding.
- The inspector interviewed the acting manager and her linked development officer.
- The inspector took part in a joint observation with the development officer.

## Inspector

Jill Nugent

## Full report

### Information about the setting

Crouch Hill Day Nursery registered in 2004 and is one of a group of nurseries owned and managed by Asquith Court Nurseries Limited. The nursery operates from a shared building in the Crouch Hill area of the London Borough of Islington. The nursery has rooms on the ground floor and in the basement. These are allocated to pre-school children and toddlers respectively. The basement rooms are reached by an indoor staircase. There is an extra unit for babies in the outdoor play area at the rear of the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open every weekday from 7.30am until 6.30pm for 51 weeks of the year. There are currently 49 children in the early years age group on roll. The nursery receives funding for the provision of free early education to children aged three- and fouryears-old. Currently the nursery employs 10 members of staff, the majority of whom hold relevant early years qualifications. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language.

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

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

- review communication between members of staff when cover staff are on lunchtime duty to ensure they use their time well to interact with children in their play
  
- develop further the outdoor play area as an alternative learning environment that is available throughout the day.

### Inspection judgements

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

Overall, the nursery is effective in meeting the needs of the children in its care. Staff have created attractive and interesting play environments in each of the play rooms. These encourage children to explore in different play situations. Children especially enjoy exploring in groups, for example, older children search together through a collection of toy animals, looking closely at the ones they find. Staff offer good support as they talk with children about the different animals and their characteristics. They make good use of books to extend children's knowledge about animals, finding pictures and extra information to share. Younger children are also well supported by staff as they enhance children's exploration by joining in and playing with them. For example, children are encouraged to engage in role-play when exploring a collection of imaginary play resources. Babies show much interest in a sand and water mix was staff sit with them,

encouraging them to scoop it up and feel the texture. As a result of staff's effective interaction, children learn to focus on their chosen tasks and are encouraged to investigate further. They become active learners with an open attitude towards new learning experiences.

Staff actively encourage children to develop good communication skills by taking opportunities to talk with them as they play and explore. Younger children learn new words and older children discover how to express themselves in different ways. Staff are particularly good at using music and song to help children improve their listening and speaking skills. At group times, children play musical instruments and sing songs. Younger children enjoy the spontaneous singing that often occurs during the day. They join in enthusiastically, picking up familiar rhythms and copying actions. Older children benefit from opportunities to join in discussions at group times, for example, they talk about the weather or comment on pictures of buildings from around the world.

Staff also increase children's awareness of mathematical language during their conversations. For example, they count objects with children and point out different shapes, sizes or speeds. Children are helped to extend their skills for example, by doing jigsaw puzzles or investigating measuring tapes. Older children are encouraged, when ready, to learn to write letters and do simple practical calculations. They have good opportunities to use an interactive whiteboard to reinforce their learning in other areas. For example, they learn to recognise their own and others' names. They move pictures to match and sort them and have fun moving to music, as they copy the figures on screen. In all these ways, staff support children in the acquisition of useful skills for the future, helping to prepare them well for school.

There is an effective system of observational assessment in place and this is used to create learning journey files for individual children. Staff collect photographs and written observations to show children's progress over time. They track children's development on assessment sheets and invite parents to contribute their observations from home so that children can be moved on in their learning according to their needs. Staff get to know the children in their key groups well and make sure to liaise closely with children's previous key persons when they move to a new room. Staff write regular summary reports to share with parents to further encourage their involvement in children's learning. .

Children learn about the natural world when finding out about the seasons of the year or going for walks in the local area. They discover more about diversity when talking about each other's differing cultural backgrounds and learning words from different languages. Children have opportunities during the day to play outdoors in the large shared play area. They take part in activities similar to those set out indoors, for example, digging in sand, exploring toy animals and drawing pictures. They also enjoy moving around in different ways in the fresh air. However, staff do not always plan a wide variety of outdoor activities for children so that they benefit from new learning experiences or plan the use of the outdoor area effectively. This occasionally results in groups of children having to wait their turn to go outside.

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

Staff are attentive to the well-being of children and do their best to help children feel content at nursery. Staff request information from parents about their children's family backgrounds, their favourite activities and individual routines. These help staff to cater for children's individual care needs appropriately. Staff are flexible in their approach and willing to try different ideas to accommodate children's different personalities and requirements. They liaise closely with parents to help new children settle in happily. They put much effort into finding ways to support children who are upset in order to help them calm down and participate in play activities. On display in each room are written information sheets about the children, and their backgrounds, so that children feel valued as individuals. Staff welcome children enthusiastically as they arrive, helping them to develop close and positive relationships. Older children make firm friendships and enjoy playing with their friends during the day.

Children learn to make decisions for themselves as they move around the play areas making their choices. This helps them to become independent and confident learners. Staff encourage them to become more independent at snack and lunch times, for example, by serving themselves with pieces of fresh fruit and clearing away dirty plates. Children are offered a variety of healthy and nutritious meals with a daily vegetarian option. Their dietary requirements are taken into account during the preparation of meals so that they all children eat according to their individual needs. Children are well behaved and aware of the expectations of staff. For example, children respond immediately to staff's instructions, they listen attentively and answer questions, they sit appropriately when eating lunch. Staff always engage with children at their own level and this helps children to participate fully in the activities on offer. For example, staff crouch or sit down when joining children in their play and sit with them in groups at lunch times. In this way children are supported in developing good social skills and respect for others in the group.

Staff pay close attention to children's safety and ensure that the play rooms and outdoor area are safe for children. This helps children to feel secure and gain self-confidence as they try out new activities. Children are well supervised in the playrooms. Staff help them when using the staircase that connects the basement to the ground floor for additional safety. Staff support children well when moving from one room to another by helping them become familiar with the equipment and resources in their new play room. For example, they demonstrate how to use pens on a white board and explain how to keep safe on an indoor slide. Staff provide extra support for older children moving on to school by sharing books and conversation with them about the move. They also liaise closely with parents to help children make these moves happily. When children are playing in the outdoor area staff make sure that they are aware of any potential dangers. They alert children as to how to use the large equipment and resources, such as digging tools, in a safe manner. In this way they help children to assess risks for themselves in different situations.

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

The management team runs the nursery efficiently. They ensure that children's needs are always prioritised. At present, there is an acting manager in place. She has much experience of working within the nursery group and is very well supported by a development officer. There are good procedures in place to promote the safeguarding of all children in the setting. The management team ensure that all new staff undergo the necessary checks regarding their suitability to work with children. They make sure that staff are deployed well across the rooms and that they are always in ratio. Occasionally, the lunchtime cover is not always as well organised, resulting in staff sometimes not making the best use of their time to interact with children in play. There are written risk assessments in place for the play areas, and activities, and these are regularly reviewed. Staff carry out daily safety checks and make sure that safety equipment is used correctly at all times. For example, staff are vigilant concerning the use of the safety gates at the top and bottom of the staircase, which leads to and from the basement. All staff are trained in safeguarding issues and know what to do if they have any concerns about child protection. They are efficient in keeping up to date all records relating to children's health and safety.

Parents receive useful information about the nursery's provision when they are new to the setting. Staff offer good support to help parents settle their children in to nursery. They are available to talk with parents every day. Parents are also invited to more formal consultations so that they can exchange detailed information about their children's progress. Staff make sure that the nursery environment is attractive for parents as well as children, for instance by creating displays of photographs and children's art work, labelling these so that parents can read about what their children have been learning. Staff also make use of a large display screen to update parents with news and events daily. They invite families to regular Saturday open days when they have the opportunity to find out more on a particular topic, such as cultural and religious festivals, and learn more about education in the early years. The nursery has formed links with some local primary schools and this has enabled them to set up a system of 'buddies' to support children when starting school. Parents say they appreciate the support that staff offer their children and the feedback they receive.

The management team has effective monitoring systems in place to ensure that the educational programme is meeting the learning needs of all children. The acting manager is at present implementing a review of teaching and learning, in particular she is looking at the way staff organise themselves and their paperwork in order to implement the educational programme more effectively. She is beginning to set relevant targets towards improvement, for example, through introducing more team building exercises. Children's progress is closely monitored and enables staff to offer extra support to children who are not achieving as well as expected or who are making more progress than expected, given their individual starting points. The management team are in the process of introducing of an overall tracking system and this is intended to further improve the monitoring of the educational programme and subsequent outcomes for children.

There are good systems in place to evaluate the quality of the nursery's ongoing provision. The management team seek the views of staff and parents, responding to these if necessary by making changes in the provision. For example, new technology equipment

has been introduced in response to a request from parents. The nursery's written self-evaluation is regularly updated and action plans are put in place to prioritise points for further development. The management team set realistic targets for the future. They ensure that all staff attend mandatory training events so that they are up to date on key policies and procedures. Staff are also encouraged to attend extra training, according to their individual and team needs. For example, staff benefited from support in establishing the system of observational assessment, and planning, and training at present is focused on the role of the key person.

### **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>	EY287945
<b>Local authority</b>	Islington
<b>Inspection number</b>	949414
<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>	36
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	19/04/2013
<b>Telephone number</b>	020 7561 1533

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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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