

Orange Day Nursery

24 Willoughby Road, London, N8 0JE

Inspection date

16/01/2014

Previous inspection date

04/01/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- An effective key person system is in place, enabling children to spend quality time with their special person. Staff know children well, they are warm and affectionate towards them, which supports a positive relationship.
- Staff use children's interests to shape planning, providing a range of different activities to meet individual needs and learning styles.
- Staff utilise different spaces within the nursery effectively to provide children with varied learning environments both indoors and outdoors.
- Staff manage children's behaviour well. They use a range of positive reinforcement and practical methods to enable children to understand concepts such as sharing and taking turns.

It is not yet outstanding because

- On occasions, the organisation of large group time for older children, does not meet their individual needs.

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 teaching in each nursery room and outdoors.
- The inspector spoke to parents about their views of the nursery.
- The inspector conducted a joint observation with the manager in the toddler room.
- The inspector sampled a range of documentation.

Inspector

Maria Conroy

Full report

Information about the setting

Orange Day Nursery is run by N8 Properties Ltd. It registered in 2007. The nursery operates from a three storey Victorian building. Children are accommodated across four main rooms, according to age. All the children share access to an outdoor play area, with a fenced off area for babies. It is situated in a residential street in Hornsey, in the London Borough of Haringey. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 74 children on roll in the early years age range. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities. The nursery also supports children learning English as an additional language. There are 24 staff, 16 of which are qualified, of those one holds the Early Years Professional Status. One staff has a Qualified Teacher Status and five of which are training. The nursery also employs a cook.

What the setting needs to do to improve further

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

- review the organisation of larger groups of children to ensure the size of the group will meet the needs of individual children and enable the aim of the activity to be successful.

Inspection judgements

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

Staff have a thorough understanding of the Statutory Framework for the Early Years Foundation Stage. They use this knowledge to provide varied and exciting learning experiences within the planned activities. Staff are enthusiastic and motivated and they interact positively with all children. They plan effectively, using the regular observations they undertake and the information from parents to guide the activities, clearly linking to children's interests. The key person system enables staff to get to know their key children well, which results in positive relationships forming between the children and their special person. Children's development is tracked, which helps staff to identify they are making the expected progress, which includes the required progress check at age two. Staff enhance children's communication skills well. The consistent commentary provided enables very young children to link actions to words. Staff quickly notice gestures used by babies and act on those, providing positive responses. For example, while cleaning up, young children indicate they would like to help, by pointing to the wipes. Staff respond to this by giving them a wipe and encouraging them to use their words to ask for it next time. Older children talk confidently to staff in the garden about the pictures they see displayed on the poster. Others hand a large plastic spider they have found in the sand, to

a member of staff, who immediately responds by asking if the children want to sing their favourite song about a spider. The children eagerly join in the actions and some of the words, while staff sing the song. Children enjoy listening to familiar stories, while staff use visual props such as animals, to engage children and maintain their interest. Pre-school children eagerly listen to stories, told through puppet shows. They predict what happens next, by joining in with staff to retell the story. However, on occasions, the organisation of the children does not support the needs of all children. As a result, they do not fully gain from the planned learning experience. Children's physical development is encouraged; older children take part in football sessions and enjoy music and movement. Staff provide a range of interesting activities to support children's fine motor skills. They make play dough, paint and print using dinosaurs and use a variety of materials to make marks. The organisation of the outdoor space enables younger children to have their own area, where they can explore and investigate a range of age appropriate resources. Staff are flexible in their daily routine, enabling both indoor and outdoor play throughout the day to meet children's individual needs.

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

Staff encourage children's personal social and emotional development well. They give cuddles and spend time with their key children, which make them feel reassured and safe. Nappy changing is undertaken by the key person, which promotes quality time, where staff talk to children about their day. Children are encouraged to develop their independence skills well; older children skilfully serve themselves during meal times and find their placemat. A wide range of well organised, interesting activities and resources are provided to support children in all areas of their development. Staff utilise space well, using different areas to provide a range of activities using varied materials. The enabling environment invites children to explore and investigate. For example, they clearly label resources, on low-level storage areas, which encourages children to self select what they want to play with. Children are learning to stay safe through the activities they take part in, such as the fire drill and road safety when on outings. Staff promote children's confidence and self-esteem well. Artwork and photographs of them taking part in the activities are displayed throughout the building. This enables children to share their experiences with their parents. Children behave well and they are learning to take turns and share. Staff use effective strategies to encourage positive behaviour, such as sand timers to enable children to understand taking turns. Children are regularly praised for good sharing, being kind to their friends, and helping staff. Those who require support with their behaviour have an individual plan in place, which staff follow to enable children to engage in activities effectively. Overall, children are motivated and consistently engaged in what they do due to the well organised and enabling environment. A healthy menu is available, which incorporates children's dietary needs and takes account of allergies. The colour coded plate system and information displayed in areas where children eat, enable staff to check that food is suitable for each child and their individual needs. Staff support children during mealtimes, which encourage them to eat and be part of a positive social occasion. Effective hygiene procedures in place this helps the prevention of cross infection. For example, staff changing nappies, wear protective clothing and wipe the area down after each child. Children take part in a wide range of activities to promote their

physical development. They dig in the sand using a range of tools, paint and mark make using different types of tools, and they climb through tunnels and balance on soft play. Transitions from one room to another are managed smoothly, making sure that children are settled. Parents and new key persons are suitably informed about the child moving into their group. Children have settling in periods, which enable them to get used to their new key person and their environment. The manager has begun to make links with the local schools, to develop the process of transferring to big school.

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

The leadership and management of the nursery are effective. The nursery has recently had a change of manager, who has reviewed policies and procedures and implemented new systems within the nursery. There are supportive systems in place for staff supervisions and appraisals and this along with regular training opportunities, promotes staff's professional development. A detailed recruitment procedure ensures suitability and detailed induction procedures enable staff to understand and implement the policies and procedures. Staff demonstrate they are confident in their knowledge and understanding of safeguarding procedures. All staff revisits the procedures during regular staff meetings, which contributes to the protection of children in their care. Risk assessments are effective, enabling staff to put in place preventative measures to protect and safeguard children.

The management team drive improvement by consistently evaluating practices and identifying a clear action plan, which is measurable. Each room has their own targets along with staff individual targets. The nursery management team has undertaken effective self-evaluation and gained input from parents through the process of questionnaires and forums. The nursery has addressed the areas identified at the previous inspection including further training for staff in safeguarding procedures, ensuring first aid boxes are well stocked and that documentation underpins any accidents and complaints that may arise. Children's progress in learning has benefitted due to the attention staff now give to the key worker system which, in turn allows staff to gauge children's starting points and plan successfully for their next steps in learning. Teaching now reflects a good balance of adult and child initiated activities so that children benefit from both aspects. Attention to previous actions set demonstrates the nursery's commitment to demonstrating continuous improvement.

Partnerships with parents continue to develop. The systems in place enable staff to get to know children when they start through their engagement with parents. This continues through the exchange of information both verbally and through the daily diary, which helps support continuity of care for children, between home and nursery. Photos in the daily diary and those displayed around the nursery, along with the information boards, enables parents to share in their child's learning. Parents comment their children arrive happily to the nursery and go to their key person easily. They find all staff to be very friendly and their children take part in a range of activities. Parents feel their children's communication skills improve because of the singing activities they take part in. Overall

children are well equipped for moving onto school. They feel the arrival of the new manager has sharpened up the way in which the setting operates. Staff liaises with parents to use information provided by professionals to support children's health needs.

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	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

Unique reference number	EY358948
Local authority	Haringey
Inspection number	948651
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	73
Number of children on roll	74
Name of provider	N8 Properties Limited
Date of previous inspection	04/01/2013
Telephone number	020 8340 3104

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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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