

Woodberry Down Childrens Centre Nursery

Springpark Drive, LONDON, N4 2NP

Inspection date	24/03/2014
Previous inspection date	17/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provide interesting and enabling learning environments for children, which encourage them to explore independently and learn through their play.
- Staff provide many opportunities for children to enjoy play and learning in the outdoor play area. As a result children develop good physical skills as well as enjoying various creative activities.
- Staff make good use of adult-led group activities to focus and extend children's learning. Children respond with interest to these activities and learn new skills.
- A key strength of the setting is the rigorous monitoring of the educational programmes by the management team. This contributes to a continuous improvement in the outcomes for all children.

It is not yet outstanding because

- Staff do not always make the most of opportunities when interacting with children to help them learn how to negotiate with others or to encourage them to talk in depth about their chosen activities.

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.

Inspection activities

- The inspector observed children taking part in a range of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching.
- The inspector interviewed the head of the children's centre, the senior children's centre officer and the children's centre teacher.
- The inspector sampled the nursery's documentation, in particular those documents relating to children's progress and safeguarding.
- The inspector carried out a joint observation of an activity with the children's centre teacher.

Inspector

Jill Nugent

Full report

Information about the setting

Woodberry Down Children's Centre Nursery registered in 2012 but has been operating since 1945. The nursery operates from purpose-built premises in Woodberry Down near Manor House in the London Borough of Hackney. It is open every weekday from 7.45am until 5.45pm for 50 weeks a year. Currently there are 40 children on roll in the early years age group. The nursery employs 12 staff, all of whom hold relevant early years qualifications. One member of staff holds Early Years Professional Status and one is a qualified teacher. The nursery supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- extend staff's interaction with children during free play to help them to learn to negotiate with others and to talk more about their own learning.

Inspection judgements

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

The nursery provision is effective in meeting children's learning and development needs. Staff have created stimulating play environments, both indoors and outdoors, which encourage children to explore. Children show interest in the resources on offer and quickly become engaged in purposeful play. Staff support them well by joining in their play, offering help and suggesting ideas. As a result children become confident, active learners. They develop close relationships with others in the group and make firm friends. Children are happy to play alone at times or join in with other children. For example, they sometimes explore sand and books on their own and at other times gather as a group around sand pits or in book areas. In this way children develop an open attitude to new learning experiences in different play situations.

Staff make very good use of the large outdoor play area to offer a wide range of interesting activities. They extend children's learning through the provision of challenging outdoor play equipment, as well as various creative and messy play activities. Children especially enjoy using interesting spaces to devise imaginary play situations, such as pretending to make a volcano. Staff enhance children's play experiences by helping them to develop their own interests and ideas. For instance, when children want to find extra bits for a toy animal tray staff help them to cut and collect twigs and leaves.

Staff offer many opportunities for children to learn through discovery as they investigate different tools and materials. For example, children investigate dried foods, bubbles and flour. They learn how to use sand moulds to create small models. They like to explore paints and often find different ways to make pictures, for example, by printing with their hands. At times staff talk with children about their discoveries, helping them to increase their awareness, for example, of texture, pattern and shape. However, staff sometimes miss opportunities to interact with children in this way and therefore children do not always benefit fully from being able to reflect on their learning experiences.

Staff are imaginative in their placing of books around the nursery and consequently children learn to enjoy books. For example, children find books in different places outdoors and sit comfortably turning the pages and looking at the pictures. At group times staff use books to tell stories. Children join in enthusiastically with familiar phrases and copy actions. In this way they learn more about spoken and written words and how written language conveys meaning. Children enjoy drawing pictures. They are encouraged to make letter shapes and then to recognise and write their own names. Staff show children how to use numbers to count during play activities, for instance, when throwing and catching a ball. They introduce children to simple calculations in practical play, for instance, when pretending to buy things from a shop. These activities help children to acquire useful skills for their future learning, particularly in the key areas of language, literacy and mathematics.

Staff provide various adult-led activities during the day that help to focus and extend children's learning. For example, they organise games outdoors that challenge children to extend their skills in physical activities, such as when learning to catch balls. They organise music and movement sessions. Children learn songs and accompanying actions or find out how to make different sounds using musical instruments. Staff help children to learn about the natural environment through planting and growing. For example, children have grown different vegetables and enjoyed making and eating vegetable soup. Children learn about different cultures and religions when taking part in activities planned around special events, such as a harvest festival or Chinese New Year.

Staff regularly observe children's learning in each area and use an assessment guide to monitor their individual progress. They involve parents in children's 'focus' weeks, when they focus on observing particular children and working out their next steps in learning. This shared approach contributes to children making good progress overall given their individual starting points.

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

Staff prioritise the well-being of children and consequently there is a sense of community within the nursery. Staff are sensitive in their approach and this is particularly helpful for children who are settling in or upset in any way. Staff communicate with children at their level, helping them to feel relaxed and to enjoy their play. Children move confidently around the play areas choosing independently from the activities on offer. They gain self-confidence as they make decisions for themselves and often collect resources to set up

their own play activity. For example fetching a bucket and sand to explore in another space away from the busy sand pit.

Children are becoming aware of the expectations of staff and respond positively to staff's instructions, especially at group times. However, if a dispute between children occurs during free play staff do not always take the opportunity to teach children how to negotiate with others so that their play and learning is not spoiled by the incident.

Children feel safe and secure at nursery. The indoor and outdoor premises are secure and staff supervise children closely. Staff teach children to use tools and equipment in a safe manner. When playing outdoors children learn to assess risks for themselves, for example, when having a go at balancing along benches and climbing over small A frames. Children especially enjoy the thrill of swinging on the hanging tyre, knowing they are safe because a member of staff is supervising at all times.

Children have much fun riding tricycles and other wheeled vehicles along the marked paths, learning to negotiate space as they travel along. They run, climb and slide on the different pieces of equipment. These activities help children to keep fit and healthy as well as promoting a feeling of well-being in a natural environment.

Children are encouraged to be independent at the well-organised lunchtimes, when they gather together with staff in small groups. For example, children give out plates, find their own cutlery and serve themselves from bowls of food. The lunches are nutritious and healthy and take account of children's individual dietary needs. Children develop good social skills as they take turns in groups. They are encouraged to enjoy the different foods and eat well. They have good access to drinking water during the day so that they avoid the risk of dehydration.

Children are able to rest according to their needs after lunch each day so that they do not become overtired. There are individual health care plans in place for children with particular health needs. These are made available to all staff so that children receive appropriate care and attention. Staff promote an awareness of good hygiene practices and encourage children to learn to use the toilet area independently. In these ways staff support children in adopting healthy lifestyles.

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

The management team are very well organised and share responsibility for ensuring that systems and procedures work effectively. They make sure that all staff undergo the necessary checks relating to their suitability to work with children. They have carried out detailed risk assessments of the premises and make sure that daily safety checks are completed. There is a set process for reporting any new risks so that these are dealt with as quickly as possible. In this way staff are able to ensure that the play areas remain safe for children at all times.

Staff are efficient in maintaining all records relating to children's health and safety. All staff have attended training in safeguarding issues and regularly discuss these and their safeguarding policy at staff meetings and training events. Consequently they are confident in their knowledge of what to do if they have any concerns relating to child protection.

The management team has put in place effective systems for the monitoring of teaching and learning in the nursery. They regularly take 'learning walks' around the nursery in order to observe the teaching and learning happening at one particular time. In addition they monitor children's learning files and the coverage of each learning area. The management team are finding these systems work well in highlighting areas of learning that need further development or aspects of staff's practice that require improvement. For example, they have recently addresses a weakness in the area of mathematics and this has led to a notable improvement in teaching in this area.

Staff are very well supported in their professional development through regular supervisions and appraisals. The nursery's qualified teacher supports staff in the setting and they are also encouraged to attend a wide range of training events, which are organised by the local authority's learning trust.

Staff actively encourage parents to be involved in their children's learning. They liaise closely with parents from the outset, making good use of home visits to meet with children before starting at nursery. Parents are asked to complete an 'all about my child' booklet, which request information about their children's backgrounds, stages of development and favourite activities. Staff compile the information given by parents to produce a base line from which to work. They feed back to parents at regular intervals using summary progress reports so that parents have an opportunity to exchange information about their children.

Parents receive good information about teaching and learning in the early years. There are informative displays around the nursery that show how children learn, for example, what learning occurs when children participate in messy play. Staff work closely in partnership with other early years professionals to support children with special educational needs. This contributes to these children making significant progress in their learning and development.

The management team lead staff in a continual process of self-evaluation, leading to a written action plan, which prioritises areas for further development. This is particularly effective in comprising a long-term and medium-term plan. This encourages staff to work to set targets and achieve improvements within a defined time scale. For example, the senior children's centre officer has piloted a new system for extending the checks on two-year-old children, thereby increasing their usefulness. Staff are at present developing the provision in the two-year-olds' play room to help make it more stimulating for children.

The management team take into account the views of parents in their overall evaluation of the provision. They are well supported by the local authority's learning trust, which offers help, advice and training so that the management team can work towards achieving and maintaining high quality practice. This results in a highly motivated staff team who are

committed to meeting the needs of all children at the nursery.

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	EY450436
Local authority	Hackney
Inspection number	945098
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	40
Name of provider	London Borough of Hackney
Date of previous inspection	17/04/2013
Telephone number	02088153270

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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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