

Park Lane Children's Centre

139 Park Lane, London, N17 0HN

Inspection date	05/06/2014
Previous inspection date	04/07/2011

The quality and standards of the early years provision	This inspection:	
	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 settle very well and feel safe in the centre, because staff treat them warmly and comfort them with a good understanding of their emotional needs.
- Staff offer lots of interesting resources that support children's all-round development well. Children, therefore, make good progress in all areas of learning.
- Staff have strong partnerships with parents. As result, parents contribute heavily to their children's learning and help staff identify gaps in their progress.
- Staff make good use of observations and assessments to identify gaps in children's development, particularly when children first start. They use these to identify where children may need extra help.
- Staff have a very strong understanding of safeguarding issues. Therefore, the protection of children is central to everything that they do.

It is not yet outstanding because

- At times, staff do not consistently give explanations to children when using praise. This means children are not always able to know what actions they are being praised for.
- During reading or story time, staff do not maximise opportunities with the use of props or story sacks when reading to younger children, so they can focus on stories more easily.

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 spoke to parents, children and staff.
- The inspector observed staff and children in all rooms of the nursery and the outdoor garden areas.
- The inspector discussed the self-evaluation of the centre with the manager.
- The inspector looked at documents relating to the safe management of the centre, including policies, procedures and staff records.
- The inspector had a discussion and carried out a joint observation of an activity with the manager.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Park Lane Children's Centre opened in 2000 as a family learning centre and has been operating as a children's centre since 2005. The centre is run by a centre leader and is managed by the local authority. It is located in the Tottenham area within the London Borough of Haringey, where it operates from three rooms and a library on the ground floor of a purpose-built, three-storey building. There are two enclosed areas for outdoor play. The centre opens each weekday from 8.00am to 6.00pm for 48 weeks of the year. There is also a holiday play scheme for four weeks during the school summer holidays. The centre offers a variety of services to children and their families. These include a playgroup, play and stay sessions, child and family health services, and outreach and home visiting schemes. There are currently 54 children on roll, all of whom are in the early years age group. The centre receives nursery education funding, including for children on the pilot project for two-year-olds. The centre supports a number of children with learning difficulties and children learning English as an additional language. It employs 20 staff, including the centre leader. Of these, 13 staff hold appropriate early years qualifications to NVQ level 3, and one member of staff and the centre leader are qualified to degree level.

What the setting needs to do to improve further

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

- encourage all staff to use praise with explanations as to what children are being praised for
- maximise opportunities to extend younger children's imagination with the use of props, so they can focus on stories more easily.

Inspection judgements

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

Staff are secure in their understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, they plan and deliver a range of activities that support all children to make strong progress from their starting points in all areas of learning. Staff carry out detailed, accurate assessments of children's development when they first join and then use this information to track children's progress through their time at the centre.

The assessments are robust enough to enable the staff to successfully complete the progress check at age two and identify any gaps in children's learning. Consequently, staff are able to identify when early intervention is needed, so that children receive the

appropriate support to meet their learning needs. Children with special educational needs and/or disabilities are very successfully supported, so they make good progress in relation to their starting points. For example, staff have a dedicated support system for children with specific speech and language difficulties. They plan one-to-one and small group activities during some parts of the day. The staff plan a 'meet and greet' morning that involves parents coming to the sessions, led by a speech therapist, so that they can work with very specific targets to support children's communication and language.

Children make good progress in their communication and language development, taking into account any individual needs. Staff use clear speech and correct grammar to promote all children's language development. They encourage children who are non-verbal to communicate in lots of different ways. Staff make good use of Makaton, signs and gestures, so that children can communicate using a variety of methods.

Staff use lots of expression when reading to children, and encourage them to begin to link words and the things that they represent. They allow older children to create their own stories and they link stories to children's individual interests; as a result children enjoy reading books and making up their own stories. However, on occasion, when reading books or telling stories in large groups, staff do not maximise opportunities to extend younger children's imagination with the use of props, so they can focus on stories more easily. Staff sing with children often and this enables the younger children to recognise different patterns and rhythm of speech.

Children are happy expressing themselves, as they move freely in and outdoors during play. They engage in imaginative play as they begin to learn to role play with small world toys in the large sand pit. They pretend to make rice for a staff member, giving her clear instructions on the recipe and the ingredients they will need. As a result, children develop their creative skills through representing their thoughts and feelings through role play. Staff promote children's knowledge of mathematics well through activities, such as encouraging children to find different sizes and shapes while using a work bench with a variety of tools. Staff support younger children through trial and error, as they learn what tool to use when turning large bolts and screws and then hammering them down in the right holes.

Physical skills are promoted well. Children crawl, climb and slide on large equipment, and handle tools, such as chunky crayons and paintbrushes, to create their own pictures. Staff step back to allow children to put their own shoes on and off, so that they can develop their hand coordination as they do up laces or tighten buckles. This shows that children are able to look after their own needs independently.

Staff know a lot about the children in their care. As a result, they provide a targeted range of equipment that interests and engages children. Staff use interesting items to arouse children's curiosity and to encourage them to concentrate on activities. For example, in the outdoor garden, children thoroughly enjoy exploring Tina the terrapin in a large water tray, watching her swim and attempting to feed her leaves. Staff supply gloves for every child, as they carefully investigate and explore how to handle animals safely. This helps them develop an understanding of the natural world. As a result, children are focused and

curious learners for much of their time in the nursery.

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

All key persons use robust settling-in procedures. This ensures that all children, including those who are learning to speak English as an additional language, and those with special educational needs and/or disabilities, are very secure in the centre. Staff take part in home visits with all children and their families and use these as part of the initial assessment process. They gather detailed information from parents from the outset and this means that they can tailor children's care to their emotional needs very well. As a result, children are settled and behave very well in relation to their ages and their individual needs.

Staff are good role models and encourage children to behave in calm and careful ways. For example, they use low voices with children, and give very clear explanations for why certain behaviours promote children's safety and well-being. Staff ensure children wear hats and apply sun cream when outdoors in warm weather. They also explain very clearly to children why they must walk carefully indoors and outdoors to prevent them from hurting themselves. There is a clear and comprehensive policy for parents to follow if their children have any illnesses or accidents in and out of the nursery. All accidents and illnesses are accurately recorded and signed by staff and parents. All staff have a recognised first aid certificate and inform parents of any first aid that has been administered. In addition staff conduct risk assessments with parents to accommodate any specific needs children may have after a serious injury or illness. This further contributes to children's safety and well-being while in the nursery.

Staff are all very respectful of children's individual cultures and backgrounds. They seek special words that children speak at home and use children's home languages throughout the centre, so that all children feel thoroughly welcomed. The centre has a robust equal opportunities policy that includes the needs of all children; for example staff recognise and celebrate the faiths, festivals and religions of all children that attend.

Indoor and outdoor spaces are arranged so that children can develop their independence safely, as they have free access to targeted resources that meet their individual developmental needs. For example, staff provide mirrors to encourage children who struggle to make eye contact to recognise facial expressions and to attract their gaze. Children are very confident to explore their surroundings as they successfully move around furniture and play with toys that they find at their level.

Staff cuddle children and thoroughly support them to separate from their parents, with a good regard for children's emotional well-being. For example, parents are encouraged never to leave children while they are distressed, and all commit to a thorough settling programme, so children know that they are very safe and supported at the nursery. Consequently, children, even those who have joined recently, show that they feel very settled.

Staff use positive language and praise children for their achievements. Overall, the staff who work with babies and children with special needs and/or disabilities give clear reasons why they are praising children. On occasion, staff who work with older children do not always give clear explanations about this. As a result, older children are not always clear about the reasons why they are being praised. Younger children are developing their cooperative skills swiftly, as they move from playing alongside their friends to playing with them. These skills support them well for the move to school when the time comes, and enable them to make confident moves in the centre.

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

The nursery is well managed and led by a qualified and responsible manager who has a good understanding of the requirements of the Early Years Foundation Stage. She is supported well by the centre manager, and as a result, all requirements are met well.

The head of nursery monitors the educational programmes, planning and assessments with the senior staff. This means that children make good progress from their starting points as plans respond well to their needs. There are secure systems in place to support children with special educational needs and/or disabilities, and the tracking systems help staff to accurately identify where they need more support. As a result, the staff team seeks appropriate intervention to close gaps in children's development. The staff use close links with outside agencies, for example the speech and language team and the area special educational needs coordinator, to get extra support for children when they need it.

There are robust recruitment procedures in place to ensure that all staff are appropriately vetted. Staff are very secure in their knowledge and understanding of child protection issues and they are vigilant about the safety of children. They understand how to report concerns and who to contact in the event of an allegation made against a staff member. Staff keep a close eye on children to make sure that they do not become too hot, especially in the warmer weather. There are secure risk assessments in place across the nursery and centre, and staff teach children to manage their own safety very well. This promotes children's ongoing safety and well-being in the centre.

The nursery manager and head of centre have a good understanding of the strengths and weaknesses of the provision. Where there are variations in practice, the manager is well aware and she is continuing to support all staff to improve their teaching practice. She carries out regular appraisals and observations of practice and uses these to identify training needs to improve the quality of staff's work with children. The management team has completed a comprehensive self-evaluation document and welcomes input from staff, parents and children, so that changes are in response to their needs.

Strong relationships have been established between the staff and parents. Display boards contain important information for parents to access, for example about workshops for parents in regards to the 'learning ladders' journals. If parents wish to raise concerns about any aspect of the nursery, they can talk to the manager. The display board also

includes information for parents to contact Ofsted, should they wish to directly inform them about any concerns. Parents have many opportunities to be involved in their children's care and education. In addition staff plan regular parents' meetings to review children's progress, and strong key person relationships mean that all children benefit from good continuity in their care and learning. The management team has a clear understanding of their responsibility to work in partnership with other professionals, in order to access good support for children when necessary.

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

Unique reference number	EY249127
Local authority	Haringey
Inspection number	972536
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	54
Name of provider	London Borough of Haringey
Date of previous inspection	04/07/2011
Telephone number	02084894945

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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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