

Active Learning Childcare Hornsey

The Hornsey Club, Tivoli Road, LONDON, N8 8RG

Inspection date

01/07/2014

Previous inspection date

27/01/2014

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

- The nursery plans broad educational programmes to support children's learning and promote their early skills to a good level.
- Children are cared for in a safe and secure environment and the safeguarding and welfare requirements are met to a good standard.
- Monitoring of all aspects of the setting supports continuous improvement and ensures any further developments continue to be made where they have the greatest impact on children.
- Children's communication and language skills are supported well through good interactions between the staff and children.
- Excellent partnership with parents are developed through frequent communication and exchanging information for the benefit of each child's care, learning and development.

It is not yet outstanding because

- Staff do not always give children time to respond to open-ended questions and to share their thoughts and opinions.
- Sometimes staff do not consistently manage children's behaviour to help them understand expectations and boundaries.

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 at play in all the home rooms and during activities indoors and outside.
- The inspector sampled a range of documentation, including policies and procedures and evidence of staff's suitability.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with the manager, staff and parents.
- The inspector tracked the progress of two children.

Inspector

Rosie Bloomfield

Full report

Information about the setting

Active Learning Childcare Hornsey is privately owned and run by the Active Learning Childcare (Guernsey) Ltd. The nursery was registered in 2005 and re-registered in 2006 to become a limited company. The nursery operates from purpose-built accommodation which is located within the grounds of a tennis and cricket club, in Crouch End, North London. Children use separate group rooms and an outside play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, with a variety of both part-time and full-time sessions available. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is in receipt of funding to provide free early education for three- and four-year-olds. There are currently 132 children in the early years age group on roll.

There are 25 members of permanent staff working with the children alongside bank staff that cover when needed. The manager and deputy hold qualifications at level 3. All permanent staff hold relevant early years qualifications including two with Qualified Teacher Status. The nursery also employs a kitchen assistant.

What the setting needs to do to improve further

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

- extend opportunities for children to share their thoughts and opinions
- strengthen consistency between all staff when dealing with any incidents of unwanted behaviour.

Inspection judgements

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

Children are happy and settled. They play contentedly as each of the homerooms is thoughtfully laid out and well resourced to meet the needs of the children who attend. They have a good awareness of what is on offer and where resources are to support their interests and ideas. The children move happily around the room choosing what they want to play with. This encourages their independence. Staff have a good knowledge of each child and their interests, meaning they are able to provide resources that meet the children's needs and help them learn. For example, there are many opportunities for make-believe play in home corners for children who like to role play. Other children enjoy playing in the sand which staff make available outdoors. This means children are actively engaged for the vast majority of their time at the nursery. Staff refer to recognised

guidance about child development to help them ensure all areas of learning are covered. As a result, children make good progress in their learning. Staff take many opportunities to join in children's play and make it purposeful. For example, when older children are not using the construction area correctly, staff ask them what they want to build and encourage them with ideas. Staff make good use of open-ended questions to extend children's thinking by asking 'how' and 'why' questions. However, staff do not consistently give good thinking time for children to answer which hinders them being able to give their own ideas or opinions.

Children's communication and language skills are developing well. The staff respect children's home languages and use familiar words and pictorial aids to help each child understand daily routines. Therefore children learning English as an additional language make good progress in their learning. Staff are adept at supporting all children's language development. For example they support younger children's language by naming play equipment such as pans and plates to help them make connections in their play. Staff recast children's attempts at words in the correct form to develop their communication and language skills. With older children they add words such as 'texture' and 'fabric' to further develop children's vocabulary.

Imaginative play is well supported in all areas, with resources that encourage children's play ideas. Staff support from a distance when appropriate so as not to interfere with individual play. Children become absorbed in their play as they play with trains or playdough and staff encourage them to make their own choices and use their imaginations. They have regular opportunities to experience a variety of art activities such as model making and painting as they look at the work of a particular artist. This enables them to make decisions about how to use materials in different ways. The children have regular opportunities to experience different kinds of music as they listen to classical music and recognise instruments. This helps develop children's listening skills as they differentiate between sounds. Children proudly share their knowledge with staff, parents and visitors. Consequently children develop positive self-esteem. Staff use mathematical concepts throughout the day. For example by counting carriages on the train with younger children or talking about empty and full as older children pour water from one container to another.

Parents keep fully informed about their children's progress and achievements through both informal and formal discussions. Staff also complete a regular progress check on all children. Staff use it effectively to monitor the children's developing skills and assess if they are making progress in all areas of learning. Staff share these checks with parents and invite them to add comments so they are actively involved in their child's early learning. Staff keep parents informed about what their children have been doing at nursery. Consequently, children's learning is effectively promoted in partnership with parents.

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

Children of all ages build strong bonds and attachments to their key person and other members of staff. Staff find out about children's backgrounds and routines through discussion with parents. Positive relationships between staff, children and parents enable children to feel secure and develop a strong sense of security as they are confident in the setting. Children generally behave well; they are cooperative and are learning to take turns and share during activities and daily routines. However, sometimes children's behaviour is not managed consistently which results in unwanted behaviour. Staff are good role models as they praise children and thank them for their help. Staff are well deployed and have a good awareness of what is going on around them even when playing with one or two children. Consequently they are attentive to children's needs.

Meal times are calm social events. Healthy, nutritious meals and snacks are prepared and cooked on site. Children develop good levels of independence as they serve their own meals. Staff support children and comment on how well they serve themselves. Children help themselves to second helpings as they can make their own decisions about how hungry they are. These well-managed day-to-day activities introduce children to routines that will enable them to move onto school with confidence. The nursery has established links with other early years settings and schools. Teachers from local reception classes are invited into the nursery to meet with the children and see the learning environment and experiences the children have taken part in or share a phone call about the child. This enables them to continue to support children as they move to new group settings.

Children have regular access to a well-resourced outdoor area. They have plenty of opportunities for fresh air and have space to take part in both large and small physical play such as using sit and ride toys, small climbing frames and planned sports activities on a large playing field. Children are well supervised as they climb on play structures and take part in group games. Children are beginning to make judgements about risk and how they can take responsibility for their own and other children's safety. They are competent in making their needs known to staff and ask for help when needed.

Staff show good safeguarding awareness, for example they know how to record accidents and incidents and know what to do if they have concerns about a child. This helps the staff to keep children safe. Thorough daily checks are carried out to make sure everything the children may come into contact with both indoors and outdoors is safe. This allows children the freedom to play in a safe and secure environment and enables them to manage their own risks such as moving freely between indoors and outdoors or operating the water pump in the garden. Children's behaviour shows they feel safe in the setting as they mostly follow rules.

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

The staff promote the safeguarding and welfare requirements well. They carry out risk assessments on a daily basis to ensure the premises are safe to use. Robust policies and procedures are in place, including safeguarding, complaints and recruitment. These are closely adhered to, in order to enable staff to safeguard children. Staff maintain and

closely monitor ratios and the number of children present is checked frequently. This allows the management to ensure that spare staff are effectively deployed to offer extra support as required to meet children's needs. There is a designated safeguarding person in place and all staff receives safeguarding training to support them in their protection of children. There is a safer recruitment policy in place that identifies the steps that the nursery will take when recruiting a new member of staff. This helps management to ensure that all adults working with the children are suitable to do so. The nursery also has the support of a human resources department within the company. New staff receive an induction which covers safeguarding, evacuation, policies and procedures. The manager ensures all items are completed by using a checklist to make certain that staff understand their role and responsibilities. Appraisals take place annually and informal supervisions take place monthly to support the management of staff's performance and their care and teaching of the children.

Staff training and qualifications throughout the nursery are appropriate. The nursery has a well organised, regular and effective professional development programme, which is improving the quality of teaching for all staff. For example, staff attend various training courses which are identified at appraisal and through personal choice. As a result, the quality of teaching across all seven areas of learning is highly effective. Regular staff meetings allow staff to share practice and help management ensure that staff keep up to date with policies and procedures. The nursery has improved considerably since the last inspection. It is clear to see that the management have worked closely together to meet the previous actions. They use a development plan and action plans to log all changes they are making and have a self-evaluation form in active use to drive improvement. The management monitor the learning and development requirements by regularly checking the observation, assessment and planning procedures to make sure all staff are following the same processes. Staff receive one-to-one support as needed to help them improve in their roles, which has a positive impact on the outcomes for children.

Partnership with parents is excellent. Parents spoken to are extremely happy with their children's care, learning and development. They speak highly of friendly, knowledgeable and supportive staff and how they recommend the nursery to others. They praise the effective way the staff support their children when settling in and comment that their child is progressing well. Parents talk about how the children are coming home excited about the activities they do at nursery. They have noticed how the environment and staff deployment have improved since the last inspection. Parents are invited to share their views at a parent forum and via an annual questionnaire. This feedback is used for future planning. There are regular occasions when parents are invited to take part in a special session at nursery with their children, such as a messy play session or a rugby day. The management and staff have forged strong partnerships with parents that benefits children's overall care and development. There are effective links with other agencies and providers in place to support consistency of care and education. The nursery works with a special educational needs advisory teacher and speech and language therapists as needed to meet children's specific needs. There are links with local schools and with agreement from parents, information is shared with schools about children's development. As a result, children's transition to schools are well supported.

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	EY339441
Local authority	Haringey
Inspection number	976532
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	132
Name of provider	Active Learning Childcare (Guernsey) Ltd
Date of previous inspection	27/01/2014
Telephone number	0203 0319094

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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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