

Linden Children's Centre Nursery

86-92 Rectory Road, LONDON, N16 7SH

Inspection date

19/06/2014

Previous inspection date

17/09/2013

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children | 1 |
| The effectiveness of the leadership and management of the early years provision | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children make outstanding progress in their learning and development because they are excited and motivated by the wide range of fun and highly stimulating activities. There are excellent resources available for them to play with.
- Children flourish in this well-organised, welcoming and inclusive nursery. They have very good relationships with staff and show high levels of confidence and independence.
- Children behave exceptionally well due to the outstanding support they receive from staff. This enables children to learn to play and share together and creates an extremely positive atmosphere throughout the nursery.
- The centre teacher and the senior management team are extremely committed to developing and enhancing the provision. They monitor staffs' practice very closely and take highly effective steps to ensure outcomes for children are excellent.
- Partnerships with parents and other agencies are highly valued and support children's individual needs very well. Systems for early intervention are rigorous.

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 the children's activities and staff's interaction with children.
- The inspector held meetings with management, the children's centre teacher and staff and conducted a joint observation with the children's centre teacher.
- The inspector examined a sample of children's assessment records and planning documentation.
- The inspector examined a sample of the nursery's policies and procedures and staff's records.
- The inspector spoke to some parents and took account of their views during the inspection.

Inspector

Yasmine Hurley

Full report

Information about the setting

Linden Children's Centre Nursery is managed by the London Borough of Hackney and is located in Stoke Newington. The early years provision, including a creche has been established since 1986 but re-registered in 2012 due to a change in ownership. The premises are arranged over two floors. The children are grouped by age in base rooms on the ground floor, with direct access to outside play areas. The nursery is open Monday to Friday from 7.45am to 5.45pm, for 49 weeks of the year. There are currently 65 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early years education for two-, three- and four-year-olds. The centre employs 18 staff, both full time and part time. All staff hold recognised childcare qualifications at level 3 and above. The head of the children's centre holds a National Professional Qualification in Children's Centre Leadership (NPQICL) at level 7. The senior children's centre officer holds a recognised childcare qualification at level 4. A qualified teacher leads the nursery staff in the delivery of the educational programmes. The nursery benefits from the support of several domestic and administrative staff. The nursery collaborates with a multi-agency/disciplinary team in the children's centre, which further benefits all the children and their families.

What the setting needs to do to improve further

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

- enhance further ways to share information with parents on daily care routines.

Inspection judgements

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

Children are well cared for in this exceptionally welcoming and children-centred nursery that is highly inclusive and reflects children's backgrounds, communities and family lifestyles. Children thoroughly enjoy themselves and are very busy exploring the highly stimulating resources and activities provided by staff. Staff promote learning exceptionally well, and as a result children make excellent progress in all areas of their learning and development in relation to their starting points. Staff carry out precise observations, assessments and planning to plan very effectively for all children based on their individual interests and needs. As a result, the highly enriching educational programmes enable all children to flourish at the nursery. Parents are actively encouraged to contribute to their child's initial assessments during home visits, as well as their children's ongoing assessments. The key persons work closely with the health professionals and parents to prepare the required progress check for two-year-old children. This demonstrates an excellent approach to valuing information from parents, other professionals and helps key

persons to plan for children's individual learning. Staff carefully evaluate each activity to help identify and narrow any gaps in the children's learning. They support children who are learning English as an additional language exceptionally well. For example, staff learn important key words and phrases in the children's home language. Staff work very effectively with children who have special educational needs and/or disabilities. They are very vigilant in identifying any concerns and provide tailored support by carefully planning for children's next steps and monitoring their progress. As a result, all children flourish and make the maximum progress possible from their starting points.

Staff use highly effective teaching strategies to motivate children to learn and they skilfully join in children's play, fitting in with children's ideas. Staff have an outstanding approach to supporting children's emerging language and communication skills throughout all age groups. Babies enjoy stories and nursery rhymes as they listen attentively to stories at circle time, such as learning about the animals that live on the farm. Staff successfully engage babies' interest when they change their voice and use props for different animals in the story. They encourage babies to make the sounds that the animals on the farm make. This helps babies to link the words to their meaning gradually. As a result, babies enthusiastically begin to form recognisable words successfully. Staff support older children's language and communication very skilfully through small group activities and using visual prompts during every day routines. Children participate exceptionally well at story time and during music sessions and circle times, which helps to promote and extend their communication skills. Staff skilfully question children to extend children's thoughts and ideas, and children have a wonderful time using their imaginative skills. For example, staff encourage children to recall their favourite stories and retell the stories using their imaginations to find different endings. Children show a love of books as they pick up a favourite and take it to staff in the cosy book area in the garden. They then sit down, turn the pages and point their fingers to the pictures as staff read them the story. Staff extend older children's literacy skills further helping them to write their name and simple words.

Children benefit from a wide range of exciting resources in the outside play areas. These resources stimulate their interests and provide many opportunities for learning and enjoyment across all seven areas of learning. Children are able to express themselves through painting in the sensory garden. They use their imagination during pretend play in sensory dens and when using wet sand and water. Children excel in their learning as they explore outside at any time during the session, all year round. They use a variety of equipment such as slides, a climbing frame, tunnels, balls and tricycles to practise and extend their physical skills. Younger children and babies enjoy messy play activities both indoors and outdoors. They explore the objects they find in the play dough and sand pit, such as, shapes and natural resources.

Staff extend children's skills in using everyday information and communication technology. For example, they provide digital cameras so that children can take their own photographs. Children are competent using the touch screens of tablet computers to explore and play educational games. Staff successfully promote children's awareness of individual differences through celebrating a variety of religious and cultural festivals. Staff provide an excellent range of resources to reflect the wider community to further enhance children's understanding. Children develop an interest in numbers as they use nets to scoop numbered balls from water trays. Staff make the most of everyday activities to

support children to develop their mathematical thinking, such as counting and comparing groups of objects. They skilfully teach children their two- and three-dimensional shapes. These activities enable children to develop the skills to prepare them for their next stage in learning. Staff provide excellent support to help children prepare for their move to school, by arranging visits to and from local primary schools, reading stories about school and adapting role-play areas into pretend schools. This excellent approach helps children to feel positive about the changes they are about to experience in their future education.

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

Children are warmly welcomed into this caring and nurturing nursery. They are happy and content and bond extremely well with their key person, as well as other staff members. Children across all age groups very quickly form trusting relationships with their key person. They soon develop high levels of independence, which enable them to explore accessible resources and the environment. For example, babies crawl around the room and select toys from wicker baskets, occasionally crawling back to their key person for a cuddle and some reassurance. Older children enjoy an excellent balance of independent play and group play combined with well-planned, exciting adult-led activities. Staff implement highly effective strategies to help settle new children in. For example, they encourage parents to participate in settling-in visits and gather detailed information about the children's interests at home. This enables staff to have a very good understanding of children's individual needs and routines, which they meet continually. As a result, all children, including the youngest babies, establish secure emotional attachments with staff.

Staff manage children's behaviour exceptionally well. They use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings. Staff remind children of the 'golden rules' during group times so that children know what is expected of them. Children form excellent friendships with other children and play well together. They show kindness and understand about taking turns and sharing. As a result, children behave extremely well because staff are very enthusiastic and positive role models. Staff teach children how to keep themselves safe. For example, they read books to children about being safe and kind to one another. Staff practise evacuation drills with the children so that they become familiar with the procedures. Consequently, children learn to leave the premises quickly and in a safe manner.

Staff teach children exceptionally well the importance of having a healthy balanced diet and regular exercise. Staff ensure that children are physically active in all weathers and this helps children to enjoy the fresh air and exercise as part of a healthy lifestyle. The children's centre employs a cook, who prepares nutritious meals using fresh produce. Meals are positive occasions as staff encourage children to enjoy the delicious range of healthy food and offer kind and gentle support when needed. Staff are aware of children's dietary restrictions and support their individual needs by preparing healthy alternative meals. Staff consistently implement excellent hygiene practices to promote children's well-being. Staff encourage children to independently use the toilet and wash their hands, using the low-level sinks at appropriate times of the day. Children independently tidy up

prior to snacks and lunch and they thrive on the responsibility of being special helpers. Consequently, this helps children to develop their self-care skills and prepare them for their next stage in development, such as going to school.

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

Leadership and management are outstanding because the nursery is exceptionally well organised. Management have an excellent overview of each child's progress and how staff plan for their learning. Staff maintain all documentation to a very high standard. They share the comprehensive range of written policies and procedures with the parents. Management have an excellent understanding of their responsibility in meeting the safeguarding and welfare requirements. They take positive steps to safeguard children's welfare. They implement robust recruitment and vetting procedures to appoint staff who are suitable to work with children. All staff have undertaken relevant safeguarding training and fully understand their responsibilities in protecting children. Management and staff make children's safety a priority. They carry out thorough risk assessments to minimise hazards and ensure equipment and play areas are safe from dangers. This helps staff to promote children's welfare exceptionally well.

Management have fostered a tremendously positive team atmosphere, which is evident through staffs' interactions and practice. As a result, management and staff are able to focus consistently on enhancing the quality of teaching and care provided to children. The provision for the training of all staff is excellent and highly appreciated by staff who feel 'extremely well supported'. Management ensures that highly effective appraisal systems are in place as well as excellent induction procedures for all new staff. This ensures that all staff are clear of their roles and responsibilities. The extremely effective self-evaluation procedures include the views of staff, parents, children and other interested partners, such as the learning trust in the London Borough of Hackney. They all work as an effective team to drive improvement and there are clear plans for further improvements. For example, management plan to attend forest school training so that they can enhance further the outdoor areas. In addition, management work extremely well with other early years settings within their local borough. They share their practice, act as consultants and are involved in new initiatives that benefit other early years settings within their local area.

Staff have exceptional and very well-established relationships with parents and carers. Parents and carers comment positively on how they value the high levels of support and encouragement they receive from the caring staff team. Staff hold daily discussions with all parents and carers about their children's well-being, sleep, and personal care. Although on some occasions, staff do not complement this information by providing babies' parents and carers with a written daily care record. Partnerships with other professionals and agencies are exemplary. Staff work with specialist providers, such as speech therapists, to develop and implement strategies to support children who need additional support. Staff are vigilant in their approach to seeking early interventions for children and ensuring that everyone works in the child's best interest at all times. This outstanding approach means that children and families receive high levels of support when needed and demonstrates

an inspiring approach to partnership working.

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

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| Unique reference number | EY450405 |
| Local authority | Hackney |
| Inspection number | 945230 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 52 |
| Number of children on roll | 65 |
| Name of provider | London Borough of Hackney |
| Date of previous inspection | 17/09/2013 |
| Telephone number | 020 7254 9939 |

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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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