

Hornsey Road Children Centre Pre-School

Sure Start Childrens Centre, 8 Tiltman Place, LONDON, N7 7EN

Inspection date	15/07/2014
Previous inspection date	06/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The staff provide children with warmth, reassurance and praise. This enables them to feel happy, secure and comfortable in their care.
- Staff provide an adequate range of activities indoors and outside to support children to make steady progress in their learning and development.
- Staff encourage parents to contribute to their children's learning and development by sharing information about their children's achievements at home.

It is not yet good because

- Senior management do not use effective procedures to ensure a suitable member of staff is in charge on the occasions when the manager and deputy are absent.
- Staff do not consistently provide writing materials to enable children to develop their early writing skills further as they learn to write for a purpose.
- Staff do not use appropriate language to extend children's understanding of mathematical concepts during daily play.

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 children and staff in all the rooms and outdoor areas where children were being cared for.
- The inspector sampled documentation, policies and procedures, planning, and assessment folders for children.
- The inspector had a long discussion with the manager and deputy.
- The inspector undertook a joint observation with the manager.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Hornsey Road Children Centre Pre-School registered in 2011. It operates from three main playrooms on the first floor and one room on the ground floor. Children have access to a ground floor outdoor area and two roof gardens on the first floor. The pre-school is situated in Finsbury Park, in the London Borough of Islington. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll in the early years age group. Children may attend for a variety of sessions. The pre-school is in receipt of funding for the provision of free early years education to children aged two, three and four years. The provision is open each weekday from 8am to 6pm for 48 weeks of the year. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 13 members of staff including the manager and deputy manager. All childcare staff hold appropriate early years qualifications. The manager holds a post-graduate early years qualification. The pre-school also employs an early years teacher and a number of domestic and administrative staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a suitable member of staff in place to take control of the day-to-day delivery of childcare in the absence of the manager and deputy.

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

- increase opportunities for children to write for different purposes in all areas of their play
- develop ways for staff to use mathematical language during children's everyday play to extend their understanding of concepts, such as weight and measurement.

Inspection judgements

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

Staff have an adequate understanding of children's learning and how to appropriately support their developmental needs through suitable quality of teaching. Staff have sound settling-in procedures, where parents are invited in to fill out a variety of information that is used in planning. Children settle well and are able to make several choices in their play.

Staff are sensitive and caring in their approach, adapting activities to adequately support and involve children so they make progress in their learning.

Staff support children by integrating children of different ages. This helps them gain important social skills and learn how to be considerate towards each other's needs. For example, babies enjoy sitting comfortably on an adult's lap alongside a group of older children as they share and listen to a story in a big book. Staff encourage young children and babies to lift flaps and turn pages as they read stories together. This encourages their enjoyment of reading and helps to support the children's early literacy skills.

Children communicate well. They express their needs confidently and are beginning to use their own ideas as they engage in imaginative play. Some staff challenge children through the use of discussion and skilful questioning during play. For example, when playing outside, younger children considered how to make a house using large wooden blocks, thinking about how they could fit a swimming pool next to it. Some staff support children's activities reasonably well, motivating them through their involvement, while enabling children to make decisions themselves. The house building activity led to children developing suitable language skills as they talked about the use for each room and what they would need to fill each room.

Staff adequately encourage children to count and use numbers in daily play. For example, children used their fingers to show the number of blocks that they needed to complete building the house. This showed that children engage in some simple mathematics and calculation as they play. However, staff do not always extend children's learning of mathematical concepts further, for example, by using comparisons of size and weight. Children were curious and learned about problem-solving during the activities staff provided. They experimented with the tray of dry coloured rice, scooping it up and filling the different-sized containers. This helped to develop their coordination and an awareness of capacity.

Staff plan sufficient opportunities to help children encourage their expressive movement linked to their imaginative ideas. For example, staff have planned an end of term show where older children perform what ever they want to on a stage and they are awarded with praise and applause from their friends. This helps to promote children's self-esteem. Staff plan some opportunities for children to practise their early writing skills, although they do not always provide children with the tools to encourage them to write for a purpose in their role play. Younger children investigate the contents of the sand tray, using their senses to start to understand the world around them. Children enjoy using paint and chalk and are involved in child-led activities that encourage them to start to recognise letter shapes and simple words.

Staff plan suitable opportunities to learn about nature. For example, older children take part in planting seeds, and watch how these grow into flowers. Children talked with staff about spiders they suddenly found as they played with the wooden blocks. This enabled them to learn and closely watch how things move and grow. Staff interact warmly with children as they support children's learning experiences. They have regular discussions on the children's interests and praise them for their past and current achievements. This learning is further supported by a display of photographs that helps children to recall their

experiences and sustain their thinking.

The senior staff have recently made changes to the systems for planning, observations and ongoing assessments. This is to enable staff to become consistent, monitor the progress children are making and identify any gaps in their learning. Staff have begun to complete regular observations which help them to establish and plan for children's next steps. This means that children make steady progress and are becoming ready for the next stage in their learning. The setting has implemented a system to complete the required progress checks for two-year-old children.

Parents receive adequate information about their child's learning. Daily journals provide details about children's routines and the activities they have been involved in. This encourages parents to share aspects of the day with their children at home. Daily discussions and formal consultations with staff provide parents with more detailed information about their children's development and planned next steps in learning. Staff also provide parents with opportunities to share their own observations and ideas and contribute towards the children's learning. Children are able to select books to take home, which helps to involve family members in supporting children's interest in books.

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

The environment is bright, airy and welcoming for children, with all resources and equipment stored at the children's level. There are low sinks in the bathrooms where children can independently wash their hands. This means children can begin to make their own decisions about their needs and practise developing these skills by themselves. There are appropriate systems to support children as they prepare to move between rooms in the nursery, and to new settings, such as school. To support children in their move, staff use familiar photos and personalised books, and share development records with other professionals to meet individual children's needs.

The outdoor environments provide sufficient safe physical challenges for all children. For example, staff provide young babies and toddlers with suitable large wooden blocks that are often used to make a challenging obstacle course. Whereas pre-school children have suitably safe, climbing equipment that they can climb up on with steps or a rope, and then slide down at the end. Staff enable children to make decisions and manage their own risks. For example, they set suitable guidelines for children about when it is safe to manage their own risks when using the large play equipment. As a result, children are confident when using the outside play resources.

Key persons have warm relationships with children and staff support children to manage their feelings well. Staff make their expectations of behaviour clear, and as a result, children behave well. Staff appropriately encourage children's independence. For example, they teach older children how to use a knife and fork to eat their lunch and praise them for their achievements. Children manage their own personal care needs relative to their individual age and stage of development. Pre-school children go to the toilet independently and pour their own water from large jugs when they are thirsty. This helps

to prepare children for school readiness.

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

The management demonstrate a suitable knowledge and understanding of the learning and development, and safeguarding and welfare requirements. They have designed and implemented a range of suitable policies and procedures, which are in place to support staff to keep children safe. However, on the day of the inspection, the manager and deputy, were absent for the morning and the acting deputy was also not present. This meant there was no member of staff in charge to run the setting while all the senior staff were unexpectedly absent. Although this is a breach of the safeguarding and welfare requirements, all the staff hold appropriate childcare qualifications to help them promote children's care and learning effectively. Therefore, this failure to meet the requirement does not have a significant impact on the outcomes for children.

The staff induction is adequate, as most staff are aware of their roles and responsibilities. Room leaders provide new staff with relevant information and supervise them suitably. Staff ratios are maintained adequately throughout the day, and staffing arrangements are suitable to meet children's needs. The staff have made changes to their deployment throughout the day, especially before meal times. This is when some staff provide short spells of focused activity, such as storytelling using props, that encourage children to take an active part in telling the story, while other staff prepare the room for meal times.

The centre manager and deputy are the lead practitioners who have been appointed for a short term interim period to improve the outcomes for children and are responsible for implementing effective safeguarding policies and procedures. Staff demonstrate a sound knowledge of the procedures to follow if they are concerned about a child or if an allegation is made against a member of staff. The nursery follows these procedures adequately to notify relevant professional agencies, and any allegations against staff are dealt with appropriately by management to ensure that children are effectively safeguarded.

Senior management have introduced several changes that have significantly improved the outcomes for children's safety and welfare. For example, after the last inspection, the centre had completed a thorough health and safety inspection. They have also introduced daily risk assessments to be signed and dated every time staff complete them. The forms are analysed by the senior management team regularly to prioritise any immediate actions that may need to be taken. As a result, the risks to children in the nursery environment, and any hazards associated with the furniture and equipment are minimised.

Newly appointed senior managers and teachers in the nursery support the staff to plan interesting activities, which are suitable to the ages and stages of all the children and help them to make continual progress. There are suitable systems to monitor individual children's development records and the progress they make in their learning. This means children who are not developing at the expected stage for their age are identified quickly

and therefore, they receive appropriate support.

The management operates a staff appraisal system, which identifies individual training needs and monitors staff performance. Senior management team in the nursery share the responsibilities of lead roles for behaviour management, special education needs coordinator, and safeguarding children. These roles require regular training to keep up to date with requirements and the management team share this information with the staff team during team meetings and in one-to-one supervision meetings.

The nursery has systems in place for self-evaluation, which includes the views of all staff, parents and children. The setting has undergone major changes in many areas for development. The self-evaluation system helps management to identify strengths, areas for development and the impact changes have made on the provision. All senior staff contribute to the ongoing system and the views of all staff are sought during team meetings. Staff are establishing links with parents and other settings which children also attend to enable effective information sharing.

Partnerships with all parents and external agencies are developing. The nursery works with the local authority, children's services and other professionals in order to meet the individual needs of all children and extend their learning. The nursery supports children with special needs and/or disabilities, with one-to-one support if required. The nursery is proactive about building links with schools that children move on to, helping to ease their move from the nursery to Reception class.

Staff build positive relationships with parents. Parents are encouraged to share information through the daily journals and discussions with staff on arrival and departure. This supports continuity of care. Staff plan open evenings for parents to enable them to look at the daily journals with their children, and gain detailed information about children's ongoing progress and development through discussions with key persons. Regular newsletters and display boards keep parents up to date with any changes and events in the nursery that may have an impact on their children. Positive changes that strengthen the links with parents as partners have been created, which has resulted in parents becoming more involved in their children's learning.

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	EY437966
Local authority	Islington
Inspection number	963454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	43
Name of provider	Family Action
Date of previous inspection	06/12/2013
Telephone number	020 75272005

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

