

Paradise Park Children's Centre Nursery

Paradise Park Childrens Centre, 164 Mackenzie Road, London, N7 8SE

Inspection date	07/11/2014
Previous inspection date	14/11/2013

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		1
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

- Overall the quality of teaching is good. As a result, all children clearly enjoy attending, and are making good progress in their learning and development.
- The staff follow a highly effective key-person system, which means that they promote children's emotional well-being extremely well.
- The staff have effective working partnerships with parents and other professionals, which helps to promote a shared approach to meeting children's needs.
- Children demonstrate high levels of independence and an excellent awareness of risk as they play indoors and outside.
- The provider has implemented rigorous monitoring systems, which have strongly contributed towards staff improving outcomes for children.

It is not yet outstanding because

- Staff do not fully respond to children, including those learning English as an additional language, during some activities. This means they do not consistently enhance children's communication and language skills at such times.

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 engaged in activities, indoors and outside.
- The inspector talked to staff and held discussions with parents.
- The inspector sampled a range of documents relating to children and staff.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with the nursery and centre managers.

Inspector

Samantha Smith

Full report

Information about the setting

Paradise Park Children's Centre Nursery first registered in 2005. It is a voluntary sector nursery run by Islington Play Association. The nursery operates from two rooms in a children's centre, in Islington. All children have access to an outdoor play area. The nursery is open each weekday, from 8am to 6pm, all year round. Children can attend a variety of sessions. There are currently 45 children on roll, aged from six months to five years. The provider is in receipt of funding for the provision of free early years education for children aged two, three and four years. The staff care for children with special educational needs and/or disabilities, and those who learn English as an additional language. The provider employs 20 members of staff, all of whom have appropriate early years qualifications. In addition, the nursery manager is a graduate and the head of centre is a qualified teacher. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- encourage staff to build on children's speaking skills further, through skilful questioning and responding more to children, including those learning English as an additional language, as they share their ideas.

Inspection judgements

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

Staff provide children with a challenging and welcoming play environment, which positively reflects their backgrounds. They provide children with a broad range of experiences that help them to make good progress in their learning. For example, babies show a keen interest and satisfy their natural curiosity, as they hunt through a good range of natural and sensory resources. They are developing their physical skills as they negotiate their way around their designated garden. Staff provide equally good learning opportunities for older children who enjoy freely choosing activities, and moving between the various areas of learning inside and outdoors.

Staff ensure that resources are in good condition and use low-level storage to enable children to independently access resources for themselves. As a result, children are able to make choices and develop their interests. Children come from various backgrounds and some children are learning English as a second language. The staff promote the language development of these children in a number of ways. For example, they encourage children to use their home languages within the nursery and provide well-planned opportunities to help children learn English. However, on occasions, they do not further develop this during

activities. For example, during the inspection, staff read stories to children, including those learning English as an additional language. They generally interacted well with them, asked effective questions and listened to the children's responses. However, they did not consistently respond to their ideas, or further extend discussions. Consequently, at times, they do not take every opportunity to fully promote children's communication and language skills.

Staff demonstrate that they know the children well. They clearly understand their roles in promoting children's development through observing them, assessing their progress and planning future activities. As a result, children are making very good progress. Some children are achieving beyond their expected milestones and others are making significant gains from their initial abilities, which were below those expected for their ages. Staff use ongoing assessment well to provide a clear overview of children's progress and to highlight any concerns.

Staff help children with special educational needs to make as much progress as possible. They work closely with parents and the local authority inclusion team to implement individual education plans for each child. Staff also work closely with other professionals involved in the children's lives. They encourage parents to attend various parenting sessions, which supports consistency of care for the children. Staff also encourage parents to become involved in their children's learning in various ways. For example, they engage them in sharing daily information, parent stay-and-play sessions and one-to-one meetings with key persons. Therefore, staff provide good opportunities for parents to share what they know about their children.

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

Staff meet children's individual needs exceptionally well. They follow a highly effective key-person approach, which means that they help to ensure that children are well settled, confident and self-assured. Babies receive good levels of care. Their emotional and individual needs are well understood and met by experienced, caring and devoted staff. Therefore, babies form secure attachments and trusting relationships with familiar staff. Consequently, they separate well from their main carers and settle quickly with their key person. They demonstrate their secure attachments with staff through positive interactions. They enjoy cuddles and close contact with staff who help them to feel reassured.

Staff provide a highly challenging environment that is effectively organised to enhance the differing needs of the children attending. This enables all children to thrive and make clear progress in their learning. The learning environment, both inside and out, is extremely well resourced and organised to fully promote children's learning. Staff are well qualified and effectively deployed. This helps to create smooth and efficient daily routines and experiences for children. Staff are calm and consistent in their approach and they set clear boundaries for children. Consequently, children's behaviour is excellent; they play well with each other and demonstrate good levels of cooperation.

Staff implement agreed action for children who need extra help to manage their behaviour. For example, this includes attending yoga with them and working in partnership with parents to devise agreed strategies. Staff promote children's understanding of safety issues extremely well. Consequently, children have an excellent awareness of how to keep themselves safe and learn to manage risks both inside and outdoors. For example, older children take responsibility for keeping themselves safe. They negotiate risks in the garden, as they climb the tree house and explore the natural environment without fear. During snack time, children handle knives appropriately as they cut and chop the fruit for themselves. They also remind each other of safety issues. Therefore, they are developing an extremely good awareness of keeping themselves and others safe.

There are excellent opportunities for children to adopt healthy lifestyles. They benefit from the exceptionally good provision of outdoor activities, which include forest schooling to enable children to learn through hands on experiences. These opportunities also help children to acquire new skills through a range of activities. For example, they climb and engage in imaginary play as they make camps and learn to build campfires. They enjoy a wide variety of nutritious meals and snacks, and help themselves to drinks throughout the day. They wash their hands independently and demonstrate a clear understanding of why they do this. They display high levels of confidence in their self-help skills as they look after their personal needs.

Staff have established highly effective partnerships with other professionals. They work closely together to help children with additional learning needs and children who are learning English as an additional language. In addition, staff follow excellent procedures to help children through times of change. For example, staff are extremely supportive as children move rooms within the nursery and as they prepare to move onto school.

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

.The nursery is very well led and managed, and the managers have a clear knowledge and understanding of the learning and development requirements. The providers' monitoring systems are effective in achieving quality and maintaining consistency within the staff team. There is a clear purpose and vision between the management and staff team, to provide the best care and learning experiences for children. Consequently, all children are making good progress towards the early learning goals.

The keen and enthusiastic staff have a wealth of knowledge and experience. Their ongoing professional development is encouraged through staff training, which enables them to build on their existing knowledge. High regard is given to the children's safety and the provider has thorough procedures in place to help safeguard children. Staff are subject to ongoing suitability checks and they demonstrate a comprehensive understanding of safeguarding issues, including the procedures to follow should they have a concern about a child. All staff understand the different signs and symptoms to be aware of that may raise concerns about a child. They know about the procedures to follow if they have a

concern about the behaviour of other staff members and the reporting procedures to follow. This knowledge helps to ensure staff are able to promote children's welfare effectively.

There is a strong ethos of inclusive practice. Staff have established effective partnerships with other professionals, for example, to help children with additional learning needs and children learning English as an additional language. This enables these children to thrive and make very good individual progress in their learning. Staff work extremely hard to ensure that all children are effectively integrated and achieve to their full potential.

Management's monitoring systems are rigorous and provide an accurate diagnosis of the strengths in staff practice and areas for improvement. Consequently, any action is well targeted and carefully planned. The provider has made huge gains since the last inspection and has addressed the areas identified for improvement. This has had a positive impact on the quality of provision and children's experiences.

Staff are committed to working in partnership with parents. Relationships are warm, friendly, yet professional and parents say they have complete trust in the staff. The staff provide a holistic approach to working with children and families. They facilitate successful workshops aimed at developing parents' understanding of the Early Years Foundation Stage and provide them with ways they can support their children's learning at home. As a result, parents feel fully supported and highly valued, and are able to further enhance 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY321188
Local authority	Islington
Inspection number	962805
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	53
Name of provider	Islington Play Association
Date of previous inspection	14/11/2013
Telephone number	0207 697 7330

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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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