

# Hargrave Park School

Hargrave Park School, 51 Bredgar Road, LONDON, N19 5BS

<b>Inspection date</b>	04/11/2014
Previous inspection date	22/01/2007

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff provide interesting and stimulating indoor play activities, including many opportunities for children to take part in creative activities and offer good support to help children learn as they play.
- Staff encourage children to make choices confidently and to develop a high level of independence. Children enjoy following up their own interests and learn to respect others in the group.
- Staff build close relationships with parents and carers. They encourage parents to become involved in their children's education by contributing their observations of children's learning at home.
- There are particularly effective systems in place for monitoring teaching and learning. Staff make good use of information gained from tracking individual children's progress to promote further improvement.

### It is not yet outstanding because

- Staff in the toddler rooms do not always make the most of opportunities at circle times to challenge and extend children in their learning.
- Staff working with the younger toddlers and babies do not always offer a wide variety of outdoor learning experiences for children.

## 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 taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching.
- The inspector talked with the headteacher and the daycare team leader.
- The inspector sampled the provision's documentation, in particular documents relating to children's progress and safeguarding.
- The inspector took parents' views into account.

## Inspector

Jill Nugent

## Full report

### Information about the setting

Hargrave Park School registered in 2006. The school is situated in the Archway area, in the London Borough of Islington. The daycare operates from two play rooms within the main school building and these are designated for toddlers. There is also one play room located in a separate building and this is designated for babies. Children also share access to three secure outdoor play areas, including the school's early years playground. The daycare provision is open from 8am until 6pm and operates all-year round. Currently, there are 48 children on roll in the early years age group. The daycare provision receives funding for the provision of free early education to children aged two and three years. A team of 10 staff work with the children. The daycare team leader holds Qualified Teacher Status. The daycare provision supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

### What the setting needs to do to improve further

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

- further extend children's imaginative learning experiences, in particular for the two toddler groups during circle times and provide a wider variety of outdoor play experiences for babies and younger toddlers.

### Inspection judgements

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

Staff are effective in meeting the learning needs of all children. There are good adult-to-child ratios in place and staff actively engage with children as they play and explore. Consequently, children are well supported in their learning. Staff encouraged them to participate in different activities and learn to concentrate on their chosen tasks. Staff interact well with children to promote their learning through play. They enhance children's play by engaging them in conversation, for example, when participating in role play or investigating jigsaw puzzles. A key strength of the provision is the wide range of creative activities on offer in each room. Children are able to express their own ideas using a variety of art materials. For example, both babies and toddlers enjoyed printing on paper using toy animals, autumn leaves and paint, noticing the different colours and patterns they had made. Babies had fun investigating large trays of corn flour and toddlers enjoyed learning how to create pictures using shapes, following a visit to an art gallery. In this way, staff encourage children to become active learners and to discover new things as they play and explore.

Staff make good use of circle times to offer adult-led activities that reinforce and sometimes extend children's learning. The baby room leader is particularly skilled at using

these group activities to challenge and extend opportunities for babies in their learning. She uses sign language, words, songs and rhymes to engage babies, keeping good eye contact and encouraging them to respond, which they do with much enthusiasm. For example, babies learn to copy actions and to recognise their own names, both spoken and written. They learn to use words to describe what they see in picture books and then to find a matching picture. Toddlers also enjoy circle times. They join in songs and action rhymes and have the opportunity to listen to stories. However the two toddler room leaders do not always make the most of opportunities at circle times, to challenge and extend children by, for example, being more imaginative in their planning of these group times.

Staff ensure that children have many opportunities each day to take part in outdoor play activities. The older toddlers in particular benefit from a wide range of resources and activities in the nursery playground. For example, they are able to use the large physical equipment, where staff help them learn to balance and travel in different ways. Toddlers enjoy the provision of wheeled vehicles and a mud kitchen where they can play imaginatively with natural materials. The younger toddlers and babies also enjoy access to some physical equipment and the toddlers; in particular, they like to sit in their den and share books. However, staff do not consistently offer a wide range of activities in these two outdoor play areas to encourage children to extend their learning in a variety of ways.

Staff use an effective system of observational assessment, which is managed and stored electronically. They make good use of portable tablets to record their observations of children's learning, adding photographs and noting specific links to given stages of development. Staff meet together to discuss the next steps of learning for individual children and to plan relevant activities to move children on in their learning. This works very well in helping staff to determine children's levels of attainment in each learning area and to support them in their further development. Staff make sure that children acquire the key skills that they need for their future learning in nursery, especially in the key areas of language, literacy and mathematics. Staff also make good use of themes in their planning to provide a wider range of learning experiences for all children.

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

Staff promote children's well-being effectively and consequently children feel happy and safe. Staff in the baby room are particularly effective at helping children to settle in and feel emotionally secure. They have created a comfortable and attractive room with a range of resources, particularly suitable for very young children. Babies soon develop the confidence to make choices. They enjoy the involvement of staff in their exploration. They are aware of the daily routine and are very content. Toddlers are actively encouraged to be independent. They appreciate individual attention when feeling unsettled but soon learn to select independently from the activities on offer. They benefit from a relaxed atmosphere, which encourages them to explore independently. For example, children spent time investigating paints on an easel and then finding extra tools and materials to enhance their pictures.

Children are becoming aware of their boundaries and respond positively to staff's instructions by staff. Staff teach children to share and take turns so that they learn to play harmoniously. Babies benefit from their room leader's enthusiasm, which helps to promote a sense of belonging and teach respect for others in the group. Staff encourage toddlers to make friends and to play with others, for example, when gathering around the sand pit or water tray. They benefit from the calm approach by staff and children are generally well behaved. Staff are aware of children's differing care needs and maintain flexibility in their routines. For example, staff inform children that they may play after lunch or rest, according to their needs and preferences. As a result, children learn to manage their own care needs and acquire high levels of personal independence.

Staff organise snack and lunchtimes well so that they help children enjoy the experience of eating with others. Babies and toddlers sit in groups as they eat, while learning to eat independently and gaining valuable social skills. The meals are very healthy, with plenty of fresh vegetables and fruit. Children eat well and are learning to adopt healthy eating habits. They are able to have a drink of water at any time of day so that they learn to recognise when they are thirsty. Toddlers are well supervised by staff when using the toilet area and when moving around the outdoor play areas. As a result, they feel secure and confident in approaching adults. The older toddlers benefit from mixing with the school's nursery class children in a mixed outdoor play area. They learn to build relationships with older children and get to know nursery staff, which helps them settle easily when moving up to nursery.

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

Since the previous inspection, the headteacher has restructured the management of the daycare provision in order to integrate the provision into that of the school. She now manages the daycare provision and works closely with the provision's team leader to monitor teaching and learning. They are supported in this by the room leaders, who monitor the quality of the educational programme in each room. This tiered approach works extremely well in highlighting aspects requiring further development. The management team encourage staff to reflect on their practice with regard to the requirements of the Early Years Foundation Stage. The management team regularly observe teaching by staff and track children's progress, both individually and within defined groups. They ensure that staff are enabled to attend training related to their professional development and offer many opportunities in school to further extend their knowledge and understanding. For example, staff are at present working on improving their teaching in the area of communication and language. This is helping them to offer more effective support for children, who in turn are developing new skills more quickly. Overall, the management team are very effective in driving improvement and this has a positive impact on the outcomes for all children.

There are good procedures in place to ensure the safeguarding of all children. The school's administrative team make sure that all staff undergo the necessary checks regarding their suitability. There is clear information about child protection procedures on

display around the premises. This helps to keep staff and parents fully aware of safeguarding issues. Additionally, they use notices to remind all adults to be vigilant regarding security while on the premises. The school's business manager carries out regular detailed risk assessments and staff do daily safety checks to ensure that play areas remain safe for children. Staff are well trained in all aspects of safeguarding, including the use of electronic tablets. There are sufficient qualified first aiders on site to ensure that children can receive immediate treatment in the event of an accident. The management team are planning to train all staff in first aid as soon as possible. Staff are efficient in maintaining all records relating to children's health and safety. This helps them to continually prioritise children's welfare and to meet children's care needs appropriately.

The management team have close links with other professionals at the local children's centre and are able to seek advice and support when necessary. They liaise with specialist professionals and families in order to cater for the needs of children with special educational needs and/or disabilities. The provision's team leader places much emphasis on establishing a good working partnership with parents. She provides new parents with a welcome pack, which includes information about the educational programme and the system of observational assessment. Parents are invited to meetings where they can find out more about early years education and get to know other parents. The team leader is planning to extend these meetings to incorporate more diverse aspects of early years provision and thereby, encourage parents to become further involved in their children's learning. She seeks parents' views about the provision and implements changes if these are beneficial to all. Parents appreciate the friendliness of staff and especially value the homely atmosphere of the baby room.

## 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

<b>Unique reference number</b>	EY334154
<b>Local authority</b>	Islington
<b>Inspection number</b>	828239
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Hargrave Park School Governing Body
<b>Date of previous inspection</b>	22/01/2007
<b>Telephone number</b>	02072723989

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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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