

Active Learning Southgate Nursery

311b Chase Road, London, N14 6JS

Inspection date	09/12/2014
Previous inspection date	20/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 offer a variety of stimulating play environments. Therefore, children learn well through exploration and discovery, helping them to acquire useful skills for the future.
- Staff offer many opportunities for children to take part in exciting messy and creative activities, which encourage them to express their own ideas, while learning new techniques.
- Staff are attentive to the care needs of individual children. They especially encourage children to keep healthy and to enjoy outdoor play.
- Management implement effective systems to monitor teaching and learning. This helps staff to move children on and address any gaps in their learning.

It is not yet outstanding because

- Staff do not always provide children with a wide range of opportunities to explore natural objects and materials, in order to learn more about the natural world.

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 range of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching practice.
- The inspector sampled the documentation, in particular those relating to children's progress and safeguarding.
- The inspector interviewed the nursery manager and talked with the area manager.
- The inspector took part in a joint observation with the nursery manager.

Inspector

Jill Nugent

Full report

Information about the setting

Active Learning Southgate Nursery is one of nine nurseries run by the Active Learning Childcare Company. The nursery registered in 2011 and operates from the ground and first floor of purpose-built premises in Southgate, in the London Borough of Enfield. The nursery is registered on the Early Years Register. Children have access to eight play rooms. These include teaching areas for science and discovery, performing arts and creative arts. There are two secure outdoor play areas. The nursery is open every weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are currently 98 children on roll in the early years age group. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four years old. There are 25 members of staff working with the children. The majority of staff hold relevant early years qualifications. Of these, two members hold Qualified Teacher Status, of which one has achieved Early Years Professional Status.

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 learn more about the natural world.

Inspection judgements

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

The nursery staff are effective in meeting the learning needs of all children. They provide a wide range of interesting activities. They offer good support, thereby encouraging children to participate. Children respond with much interest and enjoy their play. They benefit especially from the many opportunities for hands-on exploration. For example, children explore dry pasta, foam, gel or paint using different collections of tools and toys. In this way, children learn about different materials and also develop good manipulative skills. Additionally, children develop their use of spoken language as they talk with staff, often learning new words while they explore. For instance, when playing with toy vehicles in a foam and paint mix, staff encouraged children to think about how it felt on their hands and the patterns they could make. Children discovered how the vehicles work and used numbers to count them. In this way, staff support children in developing skills, which are useful for their future learning.

Staff make good use of books, songs and rhymes to support children's development in language and literacy. Children show much interest in books and staff readily share these with them, reading the words and talking with them about the pictures. Children have fun taking part in action rhymes and older children enjoy the opportunity to take part in discussion. Staff provide good opportunities for children to explore mark making and

develop their early writing skills. For example, younger children use brushes to paint while older children use pens to draw shapes and write letters on large pieces of paper. Children concentrate hard on these tasks, enjoying the big space in which to work and the freedom to express their own ideas. Staff offer advice and suggestions, helping children to think about the marks they are making and to extend their skills. Consequently, older children are able to use much detail in their drawings, for example, when creating treasure maps. Staff extend children's learning in mathematics as they play games together or construct models. As a result, children acquire good skills in preparation for their next stage of learning.

Staff use the outdoor play areas effectively to help children develop strong physical skills. Children explore different types of equipment as well as learning new skills, for example, practising how to throw and catch balls. They learn to work as a team, to take turns and move in different ways, for instance, when they tackle an obstacle course. Children also take part in drama and dance. The qualified teachers on the staff team broaden children's learning through their contributions, particularly in the areas of expressive arts and science. Children learn how to use a variety of creative materials when making pictures and models. They also learn about artists, visit art exhibitions and experiment with creative techniques. Children find out about themselves and the world around, for example, when they talk about skeletons or go for a nature walk. These activities help children to develop their knowledge and understanding of the world. However, staff miss opportunities at times to extend children's understanding of nature by extending their learning indoors.

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

Staff prioritise children's well-being and consequently, children are relaxed and content. Staff maintain a calm atmosphere and this helps children to feel emotionally secure. Children develop a sense of belonging and get to know their key persons well. This helps to build their confidence and they often spend time sitting with staff while exploring resources. Staff encourage children to become more independent and to make their own choices. As a result, children sometimes become engrossed in their own investigation, for example, when playing with a static driving wheel and discovering how to make it work. Children choose from interesting collections of resources when creating pictures and models, for instance, when decorating shiny stars or making models using boxes and tubes. In this way, children learn to have an open attitude towards new learning experiences.

Children develop good relationships and enjoy playing with friends. They are fully aware of the expectations of staff with regard to behaviour. They know to take care when moving around, or in and out of the building. They enjoy the social aspect of meal times when they sit together in small groups. Staff encourage children to try different foods and to serve themselves. The menu is varied, nutritious and healthy. It includes a diverse range of foods and recipes. This helps to increase children's awareness of the importance of healthy eating.

Children have daily opportunities to play outdoors in the fresh air. They are able to access drinks easily during the day and take a rest after lunch, if needed. Staff are attentive to good hygiene practices and encourage children to be hygienic themselves. Consequently, staff support children well in keeping fit and healthy, and actively encourage them to adopt healthy lifestyles.

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

The nursery manager is effective in her leadership and is well supported by the area manager. The manager implements good systems with regards to the employment of staff, their induction and supervision. The management team ensure that all staff are vetted as part of the checks on their suitability. The manager carries out regular risk assessments on the premises and these are followed up by daily safety checks. All staff are well trained in first aid and safeguarding. They are vigilant about children's safety when moving around the building, especially when using staircases or going outdoors. Management and staff review procedures regularly and staff know what to do if they have any concerns about child protection. The manager ensures nursery documentations are well organised and all records are well maintained.

The management team effectively monitor teaching and learning. They conduct regular audits of the educational programme as well as children's welfare needs. This results in staff making good use of established systems to care appropriately for children and to move them on in their learning. The manager collates children's achievement levels using a monitoring record, which enables her to highlight any gaps in learning and intervene to effectively close them. This helps staff to maintain a consistent approach in meeting children's needs across all areas of learning. The management team have put much thought into planning the educational programme, helping to broaden it by including different ways of planning. Children benefit from this integrated approach, as it provides rich-learning experiences for them in a variety of areas.

The nursery team has a good working partnership with parents. Staff request information about new children to help best support them as individuals. Parents receive useful written information about the provision in a colourful brochure. In addition, staff provide parents with information about their children's learning and development in the early years. Staff encourage parents to contribute to children's learning files by sharing information about their child's weekend experiences. This is then taken into account by staff when planning for children's next steps in learning. The manager invites parents into the nursery to share skills, as well as to learn about their cultural backgrounds. She is keen to continually develop partnership with parents and has recently introduced electronic tablets to extend the daily feedback to parents.

Staff effectively support children with special educational needs and/or disabilities. For example, they seek advice and support from teachers within the nursery and closely with early years professionals from other organisations. The management team are committed to providing extra training for all staff to help them continually develop their practice. They

also provide mentoring and support from skilled staff based in other nurseries in the group. This is particularly useful in maintaining and improving the overall quality of teaching and learning. The manager seeks the views of staff and parents in order to prioritise areas for further improvement. She has relevant ideas for the future development of the nursery. This helps her to successfully motivate staff and promote good teamwork, leading to continual improvement.

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	EY435919
Local authority	Enfield
Inspection number	824131
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	99
Number of children on roll	98
Name of provider	Active Learning Childcare (Guernsey) Ltd
Date of previous inspection	20/02/2012
Telephone number	02031674993

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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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Piccadilly Gate
Store St
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M1 2WD

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