

# Carterhatch Children Centre

## Autumn Close

Carterhatch Infant School, Carterhatch Lane, ENFIELD, Middlesex, EN1 4JY

<b>Inspection date</b>	15/12/2014
Previous inspection date	13/07/2009

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

- Children are cared for in a safe and secure environment because the safeguarding and welfare requirements are met to a high standard.
- Children's communication and language skills are well supported through good interactions between the staff and children.
- The environment is well-organised and children have access to an exciting range of activities that encourage them to use different skills.
- Staff are highly effective at extending activities using children's interests and engaging them in purposeful play.
- The leadership and management of the nursery is strong. The staff team work well together to meet the needs of all the children.

#### It is not yet outstanding because

- Staff do not always make the most of mealtimes to enable children to develop their independence skills.
- Assessments of children do not clearly demonstrate next steps in their learning and development to enable parents to see what is planned.

## **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 spoke with all staff.
- The inspector spoke with parents and children.
- The inspector looked at a selection of documents and policies.
- The inspector carried out a joint observation with the senior nursery officer.
- The inspector observed children and staff interacting and playing.

## **Inspector**

Rosie Bloomfield

## Full report

### Information about the setting

Carterhatch Children's Centre Nursery registered in 2008. It operates from a purpose built building on the site of Carterhatch Primary School in Enfield, North London. The setting is open from 9am until 3.30pm for 48 weeks of the year. The nursery receives funding for free nursery education for children aged two years. Access to the premises is at ground level via a footpath from the adjacent roadway. Children have access to an outdoor play area. The centre is registered on the Early Years Register. There are 36 children on roll in the early years age range. The centre supports children with special educational needs and/or disabilities and those who learn English as an additional language. A total of five staff are employed to work with the children, all of whom hold relevant early years qualifications.

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

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

- maximise learning opportunities at mealtimes to enable children to further develop their physical skills
- further develop ways to share information regarding children's next steps in their learning to promote a consistent approach between staff and parents.

## Inspection judgements

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

Children are happy and settled because staff ensure the room is thoughtfully laid out, well-resourced and meets the needs of the children who attend. Children move happily around the room choosing what they want to play with. Staff have a good knowledge of each child and what they like to do. There is a good range of equipment and activities for all children to interest them. For example, children paint at an easel, while other children enjoy playing in the sand which is made available outdoors. This means children are actively engaged. Staff take many opportunities throughout the session to join in with the children's play and make it purposeful. For example, they join in with dancing and encourage the children to listen to the music as one song finishes and another starts.

Children's communication and language skills are well supported. For example, staff use commentary when playing with children with little or no language. For more able children, they ask simple questions and encourage children to enter into a conversation. They further support this by using both pictures and simple sign language alongside English, to help children who learn English as an additional language understand and follow daily

routines. Children also take part in a group song time where they sing favourite nursery rhymes. They also learn a 'song of the month'. This encourages them to join in with repeated refrains and familiar rhymes.

Imaginative play is well supported with resources that encourage children's play ideas such as a home corner and a well-resourced construction area. Staff show good awareness of when to leave children to engage in their own learning and when to intervene in their play to extend their thinking and problem solving. For example, at the sand tray, children want to make 'cakes' but the sand doesn't stick together. Staff add water to the sand so the children can mix it in and see if they can now make 'cakes'. This helps children to stay involved in activities for a good period of time and learn to play cooperatively with their peers.

Children have opportunities to use mathematical language throughout the session such as counting the cups in the home corner or using language such as 'big' and 'little' when making cakes in the sand tray. This means children are gaining an awareness of numbers and size. Children have access to a well-resourced book area. Staff take opportunities to read informally with children. Children have opportunities for mark making such as using felt tip pens to draw pictures or painting at an easel. Staff ask them what they are drawing and talk to them about their pictures. Consequently, children are beginning to give meaning to their marks.

Staff talk to the parents about what their children have been doing at nursery and invite them to share what they have seen their children do at home. Staff complete a progress check on children between the ages of two and three and share this with parents. Parents are able to add their comments to the progress check. Staff use observations and assessments to find out children's current skills and abilities. This information helps to formulate the planning, including identifying support for individual children. However, assessments of children do not clearly highlight next steps in their learning and development. This means that parents are not able to fully see what is planned for their children to be able to continue to support them at home.

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

Children are helped to feel secure by kind and helpful staff. Key persons find out about children's backgrounds and needs before the children start through home visits and discussions with parents. Children are happy being with any member of staff, not just their key-person, demonstrating positive relationships.

Staff have a good awareness of what children need when they arrive each day. They offer reassuring support to all children and help them settle at an activity. Children develop an understanding of how to behave kindly towards each other because staff teach them to be thoughtful, considerate and support them to take turns in their play. Praise and encouragement from staff ensures that children develop high levels of positive self-esteem. As a result, children go confidently to staff if they need help. Staff are well-deployed and have a good awareness of what is going on around them even when playing

with one or two children. They work and communicate very effectively as a team. Consequently, they are attentive to all children's needs.

Staff promote children's good health and well-being through regular access to the outdoors. Children have plenty of opportunities for fresh air and are able to take part in large physical play such as playing football or riding on bikes. Children have access to drinking water throughout the day. Children wash their hands before meals and snacks. The staff promote healthy eating and children are offered healthy snacks and meals which are freshly prepared each day. However, staff do not fully promote children's independence skills at mealtimes. This is because, children sit at the table and staff serve food to them, instead of them being able to make their own choices and help themselves.

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

The management of the provision is effective. The centre manager and nursery manager work closely together to ensure the safeguarding and welfare requirements are met. Regular reviews of documents and overall practice ensure the staff meet the requirements of Early Years Foundation Stage to a good standard. Staff are familiar with, and follow safeguarding procedures and know what to do if they have concerns about a child. Security procedures ensure that visitors cannot have unsupervised access to the nursery and the children. For example, the staff use a key fob system to escort visitors in and out of the nursery. Children's safety is given high priority with effective risk assessment measures in place to keep them safe. Good staff deployment and ratios means that children are closely supervised by suitably qualified staff. The manager has high expectations for the quality of care that is provided for children and their families.

The manager follows safer recruitment procedures. Systematic recruitment, training and induction of staff ensures all adults working with children are suitable to do so. Staff and students receive a thorough induction when they start to help ensure that they understand their roles in keeping children safe. Staff performance is monitored through supervisions and appraisals.

The manager and her team are reflective and aware of strengths and areas for development within the nursery. Staff have the opportunity to contribute to self-evaluation through discussions at staff meetings. Parents are asked for their thoughts on the provision via a comments book, a questionnaire or meetings. This enables the manager and her team to reflect on all aspects of the provision and includes the views of all involved into an ongoing self-evaluation process. The manager has good links with the children's next settings, such as school, and encourages staff to carry out joint visits with the children and their parents. Therefore, children's move to the next stage of their learning is made as smooth as possible.

The manager and her staff have forged excellent partnerships with parents that benefit children's overall care, learning and development. Parents spoken too were extremely happy with their children's care, learning and development. They spoke highly of the

setting, especially the kind and caring staff, the benefits of the home visit prior to their children starting and the rich environment. They state that their children were well supported to settle into nursery and that they are progressing well and that they would recommend the nursery to others.

## 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>	EY376516
<b>Local authority</b>	Enfield
<b>Inspection number</b>	986316
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Carterhatch Infant School Governing Body
<b>Date of previous inspection</b>	13/07/2009
<b>Telephone number</b>	020 8804 6886

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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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