

City and Islington College Lifelong Learning Nursery

28-42 Blackstock Road, London, N4 2DG

Inspection date	06/01/2015
Previous inspection date	18/11/2009

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

- The overall quality of teaching is good and some is outstanding. Staff provide a varied and interesting range of activities, both indoors and outdoors, that are based on children's interests. As a result, children make good progress in their learning and development.
- Staff have close and caring relationships with children and encourage good behaviour. Consequently, children are happy and settled in this welcoming and calm environment.
- There are strong partnerships with other professionals and providers, and information is effectively shared, which strengthens children's learning outcomes.
- Staff have a thorough understanding of the safeguarding and welfare requirements and as a consequence, keep children safe and secure.

It is not yet outstanding because

- Staff miss opportunities to encourage parents to regularly share information about their children's interest at home to further enrich the planning process.

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 had a tour of the premises and observed children in the playroom and the outside area.
- The inspector met with the manager and spoke to staff.
- The inspector spoke to parents on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector examined documentation, including samples of children's records, development plans, policies and staff records.

Inspector

Vanessa Linehan

Full report

Information about the setting

City and Islington College Lifelong Learning Nursery registered in April 2004. It is one of two nurseries run by City and Islington College. It operates from the Blackstock Road campus, of the City and Islington College. The nursery premises are accessed on the ground floor. Children have access to a large playroom and toilets. An enclosed outdoor play area is also available. The setting serves children from the local and wider community of the students at the college. It operates Monday to Friday, from 8.40am to 5.30pm, during term-time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 59 children in the early years age group on roll. Staff at the nursery support children who are learning to speak English as an additional language and those with special educational needs and/or disabilities. The provider is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs one part-time and five full-time members of staff. All staff hold appropriate early years qualifications and 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:

- strengthen opportunities to regularly share information with parents about their children's interest at home, in order to support their learning and development.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning in the Early Years Foundation Stage. The quality of teaching is good and some is outstanding. There is an effective balance of child-led and adult-led activities, which encourages children to be independent, active learners. Staff plan interesting activities that suit the children's individual learning styles and which centre on their interests. For example, they supported children to make a train from a cardboard box, which the children played with imaginatively, both inside and outside. Children help themselves to a range of easily accessible toys and resources, as well as taking part in art and craft activities or making play dough. The key-person system is well embedded in the nursery and staff assess their key children's starting point and plan activities accordingly. Staff complete regular observations and assessments of children and use these to plan appropriate and challenging activities.

Staff develop children's ability to listen to others during circle time, encouraging them to speak and share their ideas. Children listen attentively to stories, which are told

enthusiastically by staff to engage their attention. Staff promote children's early writing skills to ensuring they are able to freely access chalk, pens, whiteboards and blackboards. Children develop their knowledge of information and technology by using a large interactive touchscreen on the wall. This helps children to develop their confidence in using computers, as they colour in faces and produce sounds. Staff promote mathematical development as they talk to children about numbers, encouraging them to sort and weigh buttons as they play. Consequently, children are gaining the necessary skills in preparation for their next stage of learning. Children learn more about the world around them. For example, staff display a large map on the wall which shows the different countries that children's families originate from. Additionally, staff actively celebrate diversity through encouraging the different languages spoken by the children attending.

Many of the children at the setting are learning to speak English as an additional language and there is a strong focus on communication and language development. The setting follows the 'Every Child A Talker' guidance to support children in their early language development. Staff model language and support children's development by extending their sentences. For example, staff use descriptive words to talk about wooden shapes that a child is playing with. This helps children to develop their language skills and to learn new words.

The manager and staff try to engage parents in their children's learning. They inform parents about their child's progress through verbal and written feedback. However, at times due to language barriers, this process is difficult, therefore, parental involvement is less effective. Nevertheless, parents' comment on how approachable and friendly staff are and say that their children are making good progress in their learning and development.

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

Staff care for children in a welcoming, child-focused environment. Children readily go to staff for reassurance and cuddles when needed. Children build strong relationships with their key person, as staff show them warmth and affection. Staff gather information from parents about their children's likes and dislikes. This enables them to build very secure bonds and attachments with the children, therefore, promoting learning from the outset. This means that children feel happy, secure and safe during their time at the nursery. Staff support children to develop a strong sense of belonging and security by having their own security passes, just like their parents who attend the college. Staff encourage children to develop their independence and to care for their environment. For example, children place lids back on pens when they have finished with them and help staff to clear tables after snack and lunch times.

Staff deploy themselves well in order to supervise children at all times and this promotes their safety. They encourage children to play cooperatively with others and staff quickly and sensitively deal with any minor disagreements between children. They teach children to share, take turns and follow the five golden rules at the setting. As a result, children's behaviour is generally good and they are able to learn effectively in a calm and friendly atmosphere.

Staff support children's understanding of the importance of adopting a healthy lifestyles and looking after themselves independently through a range of care practices. For example, they encourage children to wash their hands frequently to limit cross-infection, put on their own coats to keep warm when they go outside and to eat healthy, by providing nutritious meals. Staff talk to children about what they are eating to help raise their understanding about making healthy choices. Children learn to manage risks through lots of outdoor activities and they enjoy playing in the fresh air. In this way, staff actively promote a healthy lifestyle.

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

The manager is very clear about her responsibilities in meeting the requirements of the Early Years Foundation Stage. The implementation of rigorous recruitment and induction procedures by the manager means that all adults working with children are suitable to do so. All staff attend regular supervision meetings to review their practice, discuss areas for improvement and training opportunities. There is a strong commitment to continuous professional development and therefore, staff remain motivated and enthusiastic about their work with the children. The manager and her staff are committed to improving the quality of the provision and have worked hard to do so. For example, they have established close links with local authority advisors, nearby children's centres and other high-quality settings, in order to gather ideas to improve their practice. Staff implement the process of self-evaluation well to identify the strengths of the nursery and areas for future development. The management support staff to effectively follow these through in order to drive improvement.

Regular staff meetings ensure that the manager and staff have the opportunity to discuss children's individual progress. The manager has introduced effective monitoring systems, which allow her to track children's progress and identify any gaps in learning for individual children. As a result, this enables management and staff to work together to strengthen future planning for both individual and groups of children. Other professionals, such as speech therapists give advice and guidance, and staff work closely with them to support children with special educational needs and/or disabilities.

Staff understand their role in safeguarding children from potential harm. This is because they have a good knowledge of the local safeguarding procedures and know what to do if they are concerned about a child's welfare. All visitors to the setting are required to sign in and out, and a daily register of the children attending is maintained by staff. There are appropriate policies and procedures in place to keep children safe and secure, as they play inside and in the garden. Staff share these policies and procedures with parents.

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	EY277242
Local authority	Islington
Inspection number	833467
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	59
Name of provider	City and Islington College
Date of previous inspection	18/11/2009
Telephone number	020 7704 7292

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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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