

Fortis Green Nursery

Fortis Green Nursery Group, 70 Fortis Green, LONDON, N2 9EP

Inspection date	13/01/2015
Previous inspection date	22/04/2009

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

- Children have close relationships with their key persons, who know them well and respond to their individual needs. As a result, children feel settled and secure.
- Partnerships with parents are strong, which creates continuity of learning between the nursery and home. This contributes to the good progress that children make.
- Staff give priority to safeguarding children and provide a safe and secure environment in which children play and learn.
- Staff plan effective transfer arrangements to help children cope with changes, particularly when they start the nursery, move between nursery rooms and later go onto school.
- Staff have established good relationships with other providers and professionals, to share best practice and to meet the needs of all children, including those who need extra support.

It is not yet outstanding because

- The current lunchtime arrangements in the creche mean that babies and young children wait too long for their food and therefore, become restless.
- Staff do not always encourage pre-school children to practise their self-care and independence skills, particularly during lunchtime, by helping themselves to food and drink.

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 in the creche, pre-school room and in the outside area.
- The inspector met with the manager, the first officer and other staff during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the first officer.
- The inspector spoke to parents of children who attend the nursery.

Inspector

Vanessa Linehan

Full report

Information about the setting

Fortis Green Nursery is a privately run provision and registered in June 2008. The nursery is operated from a large purpose-built building, which is situated in a residential area close to East Finchley underground station, in the London Borough of Haringey. Children have access to a large enclosed outdoor play area. The nursery is open each weekday from 8.30am to 5.30pm, for 49 weeks of the year. The nursery is registered on the Early Years Register and there are currently 87 children on roll. The nursery currently supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery offers both full and part-time places for children. There are 19 members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager and first officer have both achieved Early Years Professional Status and another member of staff has Qualified Teacher Status. The provider is in receipt of funding for the provision of free early education for children aged three and four years old.

What the setting needs to do to improve further

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

- review the organisation of the lunchtime routine in the creche to reduce the amount of time babies and young children are kept waiting
- increase opportunities for children in the pre-school room to practise their self-care and independence skills, particularly during daily routine tasks.

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 and provide a range of activities to promote children's learning and development. Staff use observations based on children's interests to plan personalised learning experiences for them to ensure they make good progress. Additionally, staff are able to support those children who are not reaching their expected developmental targets. This means that children are well prepared for the next stage in their learning. Experienced staff provide effective support for children with special educational needs and/or disabilities, for example, through the use of sign language, so that they continue to make good progress

Overall, the quality of teaching is good. Children help themselves to a range of easily accessible resources and staff give them time to get involved in activities. For example, staff ensure young children in the creche are not disturbed when they are deeply engaged

in playing and exploring, but instead wait until children are ready to move on. This enables children to really focus on what they are interested in and persist in their learning. Staff read stories to the children and there are many books available, which children can select independently to help develop their early reading skills. Staff provide children with opportunities to learn different languages, such as Spanish and French during play-based activities to extend their language development. Staff listen carefully to what children have to say and respond by modelling language and extending sentences. This helps children to develop their language skills and discover new words. Staff talk to children about what they are doing and ask challenging questions to help them make links in their learning and to encourage them to think even further.

Staff develop children's knowledge of the world by celebrating different cultural events, such as Hanukkah, Chinese New Year and Black History Month. Young children in the creche use their hands and fingers to explore play dough, which helps to strengthen their small-muscle control. Children benefit from a large and well-designed outdoor play area, with plenty of space and equipment for them to develop their physical skills. Staff promote children's mathematical development throughout the day, for example, by encouraging children to count the number of bowls on the table at lunchtime. Staff ensure resources for art and craft activities are available at all times, as well as chalk and crayons, so that children can practise holding them and make marks to develop their pre-writing skills. Consequently, children are developing the necessary skills in readiness for their next stage in learning.

Staff keep parents well informed about what their children learn at the nursery. This is done through regular discussions with parents during drop off and collection times and planned parents' evenings. Parents can take home their children's special books and staff encourage them to contribute to these to support their children's learning. Staff further share with parents the required summary report of their children's progress when they reach two-years-old. This helps to create continuity of care and learning between the home and nursery, which further supports children's progress.

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

Staff care for children by providing a welcoming and child-friendly environment to them to grow and learn. They implement good systems for helping children to settle into the nursery. For example, when they first start to attend, staff gather information from parents about their children's needs, likes and dislikes, other family members and capabilities. This enables staff to build secure attachments with the children, therefore, promoting their learning from the onset and ensuring they feel happy and secure. When children transfer from the creche to the pre-school room, they move with other children they know. This is done over a period of time so that they get to know their new key person and get used to their new environment. Staff share information with the allocated key person to ensure children's individual needs continue to be met. Staff further support children who are moving onto school by providing the school with a full report on the child. This ensures a smooth transfer and effectively supports children's emotional security and well-being.

The atmosphere in the nursery is calm and this helps children to settle quickly. Consequently, children's behaviour is generally good. Staff gently encourage them to wait until others have finished before speaking, and to take it in turns to use equipment. Children learn to keep themselves safe as staff remind them about the importance of using equipment appropriately. Staff conduct regular fire drills and ensure visitors are shown the fire exits in case they need to swiftly evacuate the premises in an emergency.

Staff promote children's understanding of a healthy lifestyle by encouraging them to wash their hands regularly and to eat healthily. Meals provided are generally appetising and nutritious. Staff talk to children about the benefits of eating vegetables to further raise their understanding about making healthy choices. However, the organisation of the mealtime routine in the creche means that very young children are sometimes kept waiting for too long at the table while their food is being cooled down. Additionally, staff in the pre-school room do not always use the lunchtime routine to maximise opportunities for children to practise their self-care and independence skills. For example, by serving themselves or encouraging children to cut up their own fruit.

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

The manager and first officer demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. They have both achieved Early Years Professional Status to enhance their knowledge of early years education. The manager ensures all staff attend regular supervision meetings and performance reviews, which provides a chance for her to discuss any concerns with staff, including children's individual progress and to reflect on their practice. As a result, the manager effectively monitors staff performance as well as children's progress. Therefore, she is able to identify and address any gaps in children's learning and development in conjunction with her staff team.

Recruitment and selection procedures are effective and checks are in place to ensure staff are suitable to work with children. The manager implements induction procedures to help new staff to become familiar with their roles, and the policies and procedures of the nursery. Staff have a good understanding of their responsibilities to safeguard children. They have all undertaken training in this area and show a clear knowledge of safeguarding policies and procedures and know what to do if they have any concerns about a child's welfare. All staff have undertaken paediatric first-aid training to help them deal with appropriately with accidents. As a result, children's safety is assured

The manager has established good partnerships with other professionals. Staff from other settings visit the nursery to share ideas and reflect on practice. The manager works with outside agencies, such as speech and language services to support children with special educational needs and/or disabilities. This has a positive effect on children's well-being, learning and development.

Strong partnerships with parents mean that they are included in their children's learning and development. Parents receive monthly newsletters about what is happening at the nursery and they are invited to special events, regular breakfast sessions and to talks about different aspects of child development. This further strengthens the good relationship which exists between the staff and parents. Parents speak very highly about the staff and comment that their children are settled and happy at the nursery.

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	EY372797
Local authority	Haringey
Inspection number	829293
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	87
Name of provider	Timothy Camber Tudor-Hart
Date of previous inspection	22/04/2009
Telephone number	02088 831 266

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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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