

Inspection date

5 August 2015

Previous inspection date

6 October 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is too variable. Staff do not always ensure resources are presented invitingly or managed well enough to support children's learning.
- Children's play is sometimes stopped without warning so their concentration is interrupted and they are not able to feel a sense of achievement in their learning; for example, by finishing the model they are building with bricks.
- Leaders and managers have some procedures in place to assess staff's suitability to work with children but do not record details of their recruitment processes sufficiently well to demonstrate they have carried out all the appropriate checks.
- Improved systems for observing and monitoring children's learning have been introduced. These still need further work as not all staff capture children's starting points sufficiently well or identify children's next steps in learning precisely enough, to ensure children make the best progress possible.

It has the following strengths

- Partnerships with parents are well established. Parents share photos and information from home through their child's 'Special Book'. This information helps staff to keep up to date with children's current interests and to build on these when planning activities.
- Older children are well prepared for their move to school. They gain the skills they will need as they learn the names and sounds of the letters of the alphabet, count and put numbers in order and try to write their names.
- Children behave well; toddlers play cooperatively, take turns and remind each other to say 'please' and 'thank you' as they play. Older children thoughtfully show younger children how to climb up the ladder to the playhouse safely, helping them to develop their physical skills and manage risks well.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the procedures for recording checks conducted during the recruitment process, including those related to vetting of staff suitability and qualifications, so these are readily accessible when required.

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

- improve the quality of teaching so it is consistently good or better by making sure all staff manage resources and communicate with children in ways that support their learning more effectively.
- implement fully the systems for assessing children's learning and development by ensuring all staff: capture children's starting points consistently so managers can track children's progress over time; identify next steps in children's learning precisely and use these to plan activities to extend children's learning.

Inspection activities

- The inspector observed activities across all classrooms indoors and in the outdoor area.
- The inspector spoke with children and staff at appropriate times during the day.
- The inspector held a meeting with the manager and the provider.
- The inspector took into account the views of parents spoken with during the inspection.
- The inspector conducted two joint observations with the manager.
- The inspector reviewed a range of documentation including records of checks on staff's suitability and qualifications, children's assessment records, records of staff supervision and a sample of the nursery's policies and procedures.

Inspector

Marian Pearson HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Teaching does not always support children's learning effectively. In some rooms, the resources are sometimes not prepared sufficiently well or set out invitingly to encourage children to use them. Babies have to watch while their friends make glittery sand pictures as there are not enough glue spreaders and two-year-olds are unable to paint as it is all dried up. Children are generally keen and enthusiastic to learn. They concentrate well, working in small groups, when faced with the challenge of sequencing numbers from one to ten. In response to parents' feedback, the nursery asks them to share their 'hopes and wishes' for their child. Staff use this information, with their own pertinent observations of children's current level of development, when planning activities. Most children are working at the levels expected for their age, although their next steps are not always identified precisely enough so activities are planned to extend their learning fully. Staff do not always capture children's starting points sufficiently well to ensure their progress can be tracked over time, so that any emerging gaps can be quickly identified and addressed.

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

Staff take time to get to know the children and gather information about their routines and interests before they start so their needs can be sensitively met. They have a good understanding of when individual babies are tired or hungry and respond to these needs promptly. Occasionally, staff are less considerate of children's needs, as activities are stopped abruptly, so they cannot finish their jigsaw or hear the end of a story. Children build strong bonds with the staff, giving cuddles to express their affection. Older children demonstrate secure relationships with adults; they are confident their teasing will be taken with good humour when they hide things staff are looking for. Children enjoy healthy meals, which cater well for their individual dietary needs and preferences. With positive encouragement from staff, they eat their food independently and put on their own shoes to go outside, according to their age and stage of development. Children have plenty of learning opportunities in the well-resourced outdoor area. They confidently ride wheeled toys, water their plants, make music with kitchen utensils and explore in the sand pit.

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

A new leadership team has recently been appointed following a number of staff changes. This is beginning to have an effect on improving the quality of provision. The manager has started to address the variable quality of teaching through regular supervision meetings. However, these changes are at too early a stage to ensure all teaching is consistently good or better. The provider and manager have a secure understanding of the learning and development requirements, but do not always keep adequate records of the checks they make when recruiting staff. They ensure all staff are up to date with the required training to help keep children safe. Staff demonstrate a sound understanding of how to identify concerns and the procedures to take if they are worried about a child's well-being. They are clear about senior staff's responsibilities for safeguarding and health and safety.

Setting details

Unique reference number	EY375623
Local authority	Haringey
Inspection number	1021886
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	56
Name of provider	Keiki Daycare Partnership
Date of previous inspection	6 October 2014
Telephone number	0208 340 3841

Keiki Daycare, which operates from premises in Crouch End, is run by a partnership of two people. It was registered in 2008 and is registered on the Early Years Register. It opens each weekday from 8.15am to 5.45pm for 51 weeks of the year. The nursery receives funding to provide early education places for three- and four-year-olds. The nursery supports children who are learning English as an additional language. Ten childcare staff are employed, all of whom hold appropriate early years qualifications.

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Piccadilly Gate
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