

Sam Morris Centre Nursery

Parkside Crescent, Isledon Road, Islington, London, N7 7JG



Inspection date

18 March 2016

Previous inspection date

27 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good. Staff use children's interests to effectively motivate and engage them as they learn important skills. All children make good progress in their learning.
- The key-person system is highly effective. Children are very happy and they form secure and trusting bonds with staff. Staff provide them with constant praise and encouragement. This helps children to be self-assured individuals.
- Children behave exceptionally well. Staff use good methods, encouraging children to respect and listen to each other. Children play well and thoroughly enjoy working together to complete tasks and challenges.
- The management team evaluate the setting regularly and seek to improve it. They effectively monitor staff performance and children's progress, ensuring that teaching and learning is of a consistently high quality. They are currently working on new tracking systems to ensure that all children are fully supported to achieve excellent levels of attainment.
- Staff liaise effectively with parents, external agencies and professionals. They work well together to ensure that all children get the support they need. Parents and carers express high levels of satisfaction with the staff, the quality of care and education that their children receive.

It is not yet outstanding because:

- Occasionally, staff do not plan effectively enough for large group activities. As a result, not all children's learning needs are always taken into consideration.

What the setting needs to do to improve further

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

- plan group activities more carefully, and take account of children's differing needs, helping them to be fully engaged at all times.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager and provider. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kulwant Singh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff give high priority to maintaining a safe and secure environment for children. The management team makes sure that all staff have a good understanding of how to recognise and report any child protection concerns. They carry out robust recruitment and induction procedures, which help to ensure all staff are suitable to work with children. The manager leads and supports a well-qualified team. The staff team reflects on, evaluates and enhances their practice. Staff attend regular training, keep up to date with new developments and further develop their knowledge and skills. This has a positive effect on the quality of learning experiences they provide. The manager carefully monitors staff's practice and provides ongoing support for the staff team to promote continuous improvement. She monitors the progress that children make so that any gaps in learning are swiftly identified and additional support can be provided.

Quality of teaching, learning and assessment is good

Staff observe, assess and plan a variety of fun activities for children that are relevant to their abilities and interests. Children are motivated to learn and generally engage well. They learn about mixing colours and textures as they make prints using their hands and paint. Staff help children to learn communication and language skills. They skilfully use props and puppets to bring stories and rhymes to life. Children learn early mathematical skills. For example, while manipulating dough, staff encourage counting and introduce words such as bigger and smaller. Ongoing information is shared between the setting and the parents. Parents are asked to input what they know about their child into assessments to ensure accuracy. Staff suggest activities for parents to support children's learning at home. They offer good support for children who speak English as an additional language, to communicate effectively with others.

Personal development, behaviour and welfare are good

Children enjoy making choices and leading their own learning. They are happy, comfortable and clearly love the time they spend in the setting. Staff use praise effectively to boost children's confidence and self-esteem to good effect. They encourage them to work cooperatively with others. Staff talk to children about the reasons why good hygiene and healthy eating are important. For example, at lunch time, they sit with the children and talk to them about healthy food choices and how water is good for them. Children eat a range of healthy and nutritious snacks. They independently serve their food, choose their fruit snack and pour their own drinks. Their good health is further supported as they enjoy regular opportunities for fresh air and exercise in the garden.

Outcomes for children are good

All children make good progress in relation to their initial starting points. They have good speaking and listening skills and are confident to speak in group situations. Younger children engage well in activities and are particularly independent given their age. Staff teach older children to recognise and write their names. Children gain the skills they need and develop an enthusiasm for learning, which prepares them in readiness for school.

Setting details

Unique reference number	131732
Local authority	Islington
Inspection number	1024408
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	37
Number of children on roll	47
Name of provider	The Isledon Community Nursery Trust
Date of previous inspection	27 July 2011
Telephone number	020 7609 1735

Sam Morris Centre Nursery was registered in 1996. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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