

Woodside Children's Centre

59 White Hart Lane, Wood Green, London, N22 5SJ



Inspection date

23 March 2016

Previous inspection date

7 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Good teaching supports children's communication and language skills very well. Staff make very good use of specific language projects. They skilfully engage children in fun activities to support their speaking and listening skills. This helps all children, including those who speak English as an additional language, to effectively communicate their knowledge, ideas and needs.
- The key-person system is effective. All staff are clear about their role in helping children form secure attachments. They are very nurturing and attentive to children's needs. Staff know children's unique preferences and items that comfort them which are readily available. This helps to support children's emotional well-being.
- Partnerships with parents and other professionals are strong. Parents' involvement in children's learning is highly valued. Home visits are organised and effectively used to get to know families very well. Parents are provided with opportunities to join in with stay-and-play sessions. There is a coordinated approach to meeting children's individual needs.

It is not yet outstanding because:

- Staff sometimes miss opportunities to help children to consolidate their early literacy and numeracy skills during spontaneous self-chosen play.
- Self-evaluation processes do not focus sharply on improving the quality of teaching even further.

What the setting needs to do to improve further

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

- make the most of spontaneous opportunities to help children build on their literacy and numeracy skills
- strengthen systems for evaluating practice, focusing more precisely on continuing to raise the quality of teaching and outcomes for children.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The inspectors had a tour of the centre. They spoke to staff and children at appropriate times during the inspection.
- The inspectors held a meeting with the members of the senior management team. They looked at relevant documentation, such as, the centre's self-evaluation, the safeguarding policy and children's records. They also looked at evidence of the suitability of the staff working in the centre.
- The inspectors spoke to several parents and took account of their views.

Inspector

Maura Pigram and Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate that they have a secure understanding of the policies for child protection and the steps they need to take to report any concerns about a child in their care. Secure recruitment procedures are followed and new staff complete an induction process. This helps them to gain relevant knowledge of the policies and procedures. Staff have regular supervision meetings to discuss ongoing training needs. The assessment procedures are currently being reviewed with the aim of making these even more effective. The senior management team evaluates their practice and includes the views of staff. However, they do not yet focus precisely enough on identifying ways to enhance the quality of teaching and challenge children's learning even further.

Quality of teaching, learning and assessment is good

The experienced and well-qualified staff demonstrate consistently good teaching skills. They provide children with a broad range of activities and engage positively in children's play. Children relish discovering how to make their own play dough. They concentrate for a long time, independently pouring water and mixing ingredients. Younger children watch in wonder as their mixture changes to a solid mass. Staff members provide a running commentary and sensitively correct children's vocabulary. Children enjoy small-group activities. They learn how to operate cameras and confidently use scissors and glue, such as when they make items for their Easter egg hunt. Children enjoy exploring outdoors. They recreate popular stories and are helped to recall the sequence of these. Well-planned teaching in adult-led activities, such as creating posters for the egg hunt, helps children to develop their writing skills. However, staff occasionally miss opportunities within children's spontaneous play to build on these and their numeracy skills even more.

Personal development, behaviour and welfare are good

Parents speak highly of the caring staff. They say that their children's social skills have developed since coming to the nursery. Staff consistently reassure new children and effectively build their confidence so that they are happy to explore their surroundings. Staff ensure that new experiences offered complement children's interests so that they continue to feel settled and secure. Staff are very good role models. They encourage children to care for each other and give consistent messages that help them to behave well. Staff reinforce good hygiene practices and children's independence is promoted very well. For example, older children help to lay the tables for lunch and serve themselves food and drinks. Nutritious meals are prepared on the premises. Staff lead discussions with children about the benefits of healthy eating. Children's physical development and safety is promoted effectively, for instance, as they balance, climb and use wheeled toys.

Outcomes for children are good

Children benefit from a wide range of stimulating and exciting activities and really enjoy learning. All children make very good progress, including children who speak English as an additional language. Children are confident and active learners. They are well prepared for the next stage in their learning and for school.

Setting details

Unique reference number	140476
Local authority	Haringey
Inspection number	1024338
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	73
Number of children on roll	70
Name of provider	London Borough of Haringey
Date of previous inspection	7 December 2010
Telephone number	020 8888 4398

Woodside Children's Centre was registered in 2006. The centre employs 26 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. One member of staff holds Qualified Teacher Status. The centre opens Monday to Friday from 8am until 5.45pm. The centre provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language.

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