

Finsbury Park Pre-School & Day Nursery

Dulas Street, Finsbury Park, London, N4 3AF



Inspection date

7 July 2016

Previous inspection date

5 November 2013

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

- Leaders and managers consult staff, parents and children to identify areas to improve. For example, changes have been made to nursery routines and the environment since the last inspection. Children now, particularly those who prefer to, get more opportunities to engage in play and learning outdoors.
- Children arrive at nursery happy and eager to decide where to start their play from the broad range of fun and inviting activities on offer. This supports them to make good progress in their learning.
- Children form secure attachments with adults. Babies 'beam' when they see their familiar adult and approach them with their arms out ready for a reassuring hug.
- Adults plan activities based on children's interests well. For example, they help pre-school children find out key facts about the different countries taking part in the European football. Links are made with the languages some children speak at home.

It is not yet outstanding because:

- New members of the management team are being supported to use the range of tools in place to check the quality of teaching in the different rooms and help adults know what and how to improve.
- On occasion, adults do not always allow enough time for the younger children to think and respond to a question before moving onto the next.
- Adults do not always make the most of opportunities to encourage older children to take responsibility for and influence decision making, by for example, informing the rules for pre-school.

What the setting needs to do to improve further

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

- make sure all adults use questions consistently well, allowing children enough to think and respond to one question before asking the next
- help children to take more responsibility to inform and influence decision making at nursery, for example by consulting them on the 'rules of the nursery'
- support new leaders to use the tools and systems to check the quality of teaching and help staff to know what they need to do to improve their practice so teaching is of a consistently very high standard.

Inspection activities

- The inspector observed activities both inside and outdoors.
- The inspector spoke with members of staff, including those new to the management team and children at appropriate times during the day.
- The inspector carried out joint observations with the manager in charge on the day of inspection
- The inspector held a meeting with the manager in charge on the day of inspection and the regional training and development manager.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

Effectiveness of the leadership and management is good

There has been a recent change to those who form part of the management team within the nursery. The organisation is therefore providing additional support to make sure high standards are sustained and quality continues to improve. For example, staff new to their roles are being supported to develop their management skills and make accurate assessments on the quality of practice in their rooms. Safeguarding is effective. Staff have a good understanding of the nursery's policies and procedures. They know what to do if they have a concern about a child. Staff talk confidently about 'whistleblowing' if they are unhappy with the practice of another member of staff.

Quality of teaching, learning and assessment is good

Adults use observations of children to check what they know and plan exciting activities to support learning further. Babies confidently explore in the sand area. They sit and take handfuls of sand and watch with fascination as they feel it fall between their fingers to the ground. Adults provide a narrative at appropriate times and know when not to interrupt learning. Children show a love for books. They enjoy looking at books alone, with friends and particularly enjoy listening to favourite stories read by adults. They listen attentively and wait with anticipation to find out what will happen next. Adults help children to count and use numbers in their play, for example as they search for 'pirate treasure' in the soil. When young children play outside they engage in a wide range of activities and inquisitively explore their environment. On occasion, adults do not always wait and give younger children time to answer one question before jumping in with the next.

Personal development, behaviour and welfare are good

Adults find out key information about children when they first start at nursery. This is used well in the baby room to help babies to settle quickly. Adults ask children's permission when they need to deal with their personal care needs and make the most of communication during these times. Young children are familiar with the nursery routine because adults help them know what will happen next. They help to tidy up and at lunchtime, they are supported to make good attempts at serving themselves. Pre-school children talk about how their body feels after physical exercise. Parents appreciate the involvement of the cook at the weaning stage. This means children's individual dietary needs are provided for from the start. Adults are good role models and make expectations for behaviour clear. They recognise they do not help or consult older children to get as involved as they could in influencing behaviour expectations.

Outcomes for children are good

Children, including those who speak English as an additional language or speak more than one language at home, make good progress in their learning. Children in the pre-school room gain the skills they need to help them be ready for school. They talk with confidence about moving on. A meeting for 'school readiness' helps parents understand how they too can support their children to be ready for school. Older children show an interest in animals and the environment. They have found out how to care for 'Tomato and Jumble' the new nursery fish.

Setting details

Unique reference number	EY288638
Local authority	Islington
Inspection number	1053182
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	0 - 8
Total number of places	103
Number of children on roll	101
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	5 November 2013
Telephone number	020 7263 3090

Finsbury Park Pre-School & Day Nursery registered in 2004. It operates from six rooms in a purpose-built building. It is one of 94 nurseries run by Asquith Court Nurseries Limited. Children have access to an enclosed outdoor play area. The nursery is open each week day from 7.30am to 6.30pm for 51 weeks of the year. The nursery is in receipt of funding for children aged three and four years. It supports children who speak English as an additional language. In total there are 38 staff working directly with children. Of these, 26 hold a relevant early years qualification.

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