

Bowes Park Nursery

63-65 Whittington Road, Bounds Green, London, N22 8YR



Inspection date

2 November 2016

Previous inspection date

13 June 2016

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- Improvements initiated since the last inspection have not been far reaching enough to ensure practice is consistently good. Managers do not effectively monitor assessment to ensure that all targets set for children with special educational needs and/or disabilities are precise enough and agreed with parents.
- Parents do not always receive a full overview of where children are in terms of their development so that they are well informed to help support their children's learning.
- Planning for younger children is not always effective in making sure they have a broad range of resources both indoors and outside to support their independent learning.

It has the following strengths

- Leaders and staff have engaged positively in training opportunities and have worked cooperatively with the local authority. They have initiated an action plan to help bring about improvement. This has included increasing risk assessment procedures to help monitor all areas of the environment.
- Children behave well and demonstrate positive social skills. They are settled and have secure relationships with their friends and with staff. They enjoy relaxed meal times where they help to serve their own food.
- Babies are happy and settled as they demonstrate secure attachments with their key person, they enjoy cuddles and have their individual care needs met as they have consistent personal care which is managed by their key person.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|------------|
| ■ ensure assessments of children who have special educational needs and or a disability, have clear targets to support their progression which is shared and agreed with parents | 18/11/2016 |
| ■ ensure the planning and organisation of resources for the younger children is developed to enhance learning both indoors and out in the garden. | 18/11/2016 |

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

- develop systems to share more precise information with all parents so they can be more actively involved in supporting their children's learning.

Inspection activities

- The inspection was carried out following concerns raised about how well the provider meets safeguarding and suitable people requirements and how risks are managed in the setting.
- The inspectors observed activities across the nursery and in the outdoor area, and carried out two joint observations with the manager.
- The inspectors met with the provider and manager. They looked at children's records, planning documentation, evidence of suitability of staff and a range of other documentation, including policies and procedures.
- Inspectors spoke with staff and children at various times during the day.
- The inspectors took account of the views of parents who spoke to inspectors on the day of inspection.

Inspectors

Siobhan O'Callaghan / Julie Whitelaw

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have made some improvements since the last inspection. They are developing systems to monitor the quality of teaching; however, the tracking of children's progress and sharing information with parents is not currently secure. There is effective planning in place to support the older children in experiencing a broad range of learning opportunities in the outdoor environment. However, planning for younger children is not as effective. This is because staff do not ensure stimulating resources and experiences are always available inside and outside to engage children's interests and support learning. The arrangements for safeguarding are effective. Staff have engaged in training which has supported them in developing a sufficient knowledge and understanding of safeguarding practices. They are able to discuss the procedures they would follow if they had concerns about a child's welfare. Managers maintain regular suitability checks on staff and keep rotas to help ensure ratios of adults to children are met. Risk assessment procedures have improved to support the management of a safe environment.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently effective. Teaching strategies for children with special educational needs and/or disabilities are not always effective; this is because assessments are not precise enough to ensure planning helps children to make good progress. Pre-school room staff follow children's interests, they extend their learning through listening and asking questions to encourage communication skills. For example, they fully engage in children's role play as they embark on an aeroplane journey to Cyprus. The children learn about the wider world and gain an understanding of time as they talk about the different time zones in other countries. Younger children learn about the rhythm in the beats of songs to promote their language and deepen their mathematical awareness. Younger babies enjoy exploring different materials and textures to support their sensory development.

Personal development, behaviour and welfare require improvement

Although younger children can choose where they want to play, the learning environment does not always provide sufficient challenge or variety. This is because resources are not always well organised to support their independent learning. For example, at times the environment is cluttered leaving little space for them to play. Most staff provide positive role models to children. They encourage children to be kind and caring to one another and provide guidance when disputes arise. Children are taught to value and respect other cultures as they learn about different festivals. Children enjoy healthy meals and snacks and understand why these are important to their overall well-being. All children have opportunities to develop skills to support their physical development.

Outcomes for children require improvement

Children of all abilities are not consistently making good progress. This is because assessment systems are not fully effective. Despite this, some older children are confident learners developing some key skills required for school. For example, they demonstrate good pencil control and are beginning to recognise some numbers and letters.

Setting details

| | |
|--|---|
| Unique reference number | 140406 |
| Local authority | Haringey |
| Inspection number | 1056996 |
| 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 | 98 |
| Number of children on roll | 137 |
| Name of registered person | Bowes Park Nurseries Ltd |
| Registered person unique reference number | RP904907 |
| Date of previous inspection | 13 June 2016 |
| Telephone number | 020 8888 1142 |

Bowes Park Nursery registered in 1998. It is a privately run nursery. The nursery is situated in the Bounds Green area in Haringey. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. There are 54 staff working with the children. The majority of the staff, including the manager, hold appropriate early years qualifications. One member of staff has qualified teacher status.

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