

# Paradise Park Children's Centre Nursery



Paradise Park Childrens Centre, 164 Mackenzie Road, London, N7 8SE

<b>Inspection date</b>	7 February 2018
Previous inspection date	7 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager is ambitious and hard-working. She has high expectations and is committed to improving outcomes for children. She is supported well by an enthusiastic staff team.
- The manager makes good use of additional funding to ensure children make good progress and to address any gaps in their learning. For example, providing one-to-one support and purchasing resources to help children deal with their emotions.
- Children form strong emotional bonds with their key person and other members of staff. The kind, caring and sensitive nature of the staff in the baby room encourages the babies to engage in play and exploration.
- Staff keep parents well informed about their children's progress through a good range of communications and daily handovers. This collaborative partnership helps to enhance children's development.
- Staff cater very well for children who have special educational needs and/or disabilities. They adopt different approaches, such as providing structured language groups. This helps them to achieve well and make good progress over time.
- Children's physical health and development benefit greatly from the vast range of opportunities to learn in the open air with natural materials. Furthermore, forest school sessions positively add to children's outdoor experiences.

### It is not yet outstanding because:

- On occasions, staff do not provide further challenge during some activities to help children make the best possible progress in their learning.

## What the setting needs to do to improve further

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

- provide children with consistently high levels of challenge during activities that help them to make rapid progress in their learning.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a thorough knowledge and understanding of how to keep children safe and secure. The manager checks staff's knowledge through quizzes and safeguarding scenarios. The management team is thorough in its recruitment of staff. It adheres to company policies and there are rigorous checks carried out to make sure staff are suitable to care for children. Staff receive regular supervision and professional development opportunities. For example, staff attend a workshop on autism spectrum disorder, which helps to improve outcomes for children. The manager and staff make good use of the regular termly 'development meeting' to reflect upon their practice and set targets to make further improvements. Furthermore, the manager analyses the achievement of groups over time to ensure consistently good rates are achieved.

### Quality of teaching, learning and assessment is good

The well-qualified staff complete observations and accurate assessments of children's learning and development. This helps to provide a clear overview of what children can do and what they need to learn next. Staff support children's growing communication and language. They involve children in discussions as they play alongside them. Children sit and concentrate well, especially at group times. Staff begin by reminding the children of the nursery 'Golden Rules'. They develop their early reading skills, interacting with stories and answering questions about what they see. For example, children say, 'That's an avocado; it's got a big seed in it.'

### Personal development, behaviour and welfare are good

Carers comment how well the staff help children and their families to move from home into their nursery care. For example, children bring in music from home that is in their home language. This helps them to develop a sense of belonging. Children pour drinks and help themselves to curry, salad and rice at lunchtime. This helps to develop their manual handling skills and independence. The role-play area has been skilfully designed by staff to help children learn about the wider world in which they live. Children play with Balti dishes and sit and play with staff who dress up in traditional costumes. Children visit the local farm and shops, and this helps them to learn about their local community.

### Outcomes for children are good

Children make good progress in relation to their individual starting points, including those who receive funded early education and children who speak English as an additional language. Children thoroughly enjoy being creative. They use their vivid imaginations outside, seeking out crocodiles and chasing one another to 'escape the danger'. Babies join in with and follow the actions of songs and rhymes. Children show that they feel safe and secure, as they confidently engage in conversations with visitors to the nursery. Toddlers show an interest in magnetic numbers and letters, and they relish the staff telling them what they are, likening a '0' to an eye. Children develop skills which will help them in their future learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY321188
<b>Local authority</b>	Islington
<b>Inspection number</b>	1070751
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Islington Play Association
<b>Registered person unique reference number</b>	RP517540
<b>Date of previous inspection</b>	7 November 2014
<b>Telephone number</b>	0207 697 7330

Paradise Park Children's Centre Nursery registered in 2006. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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