

# Packington Childrens Centre @Bentham Court

Bentham Under Fives Centre, New Bentham Court, London, N1 3AA



## Inspection date

14 February 2018

Previous inspection date

Not applicable

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

## Summary of key findings for parents

### This provision is outstanding

- Leaders demonstrate an uncompromising attitude to ongoing improvement. They are reflective and seek the views of others incredibly well to plan for continuous success and further enhance the already excellent outcomes for children.
- Children are extremely confident and engaged in their play and learning. They show a natural curiosity to learn and increase their knowledge. Staff model language for children extremely well and help children develop their communication skills rapidly.
- Leaders maintain an experienced and committed staff team. Staff have excellent opportunities for continued professional development. For example, staff have recently used training to make the play environment even more accessible to all children.
- Staff make regular and precise assessments of what children know and can do, from when they first start at the setting. The children's key person plans thoughtful and interesting next steps for each child, to challenge and enrich their development.
- Children's needs are sensitively supported by warm and caring staff, with whom they form trusting relationships. Provision for children who have special educational needs (SEN) and/or disabilities is excellent and staff take account of children's individuality remarkably well.
- Staff skilfully balance opportunities for child-initiated exploration with adult-led tasks, and children investigate indoors and outdoors. For example, they enjoy mixing pasta and glitter in pots and pans outside, as they pretend to make food for their families.

## What the setting needs to do to improve further

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

- strengthen the systems for comparing the progress made by various groups of children even more precisely, to ensure children continue to make excellent progress in preparation for school.

### Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, including to check the suitability of staff and the setting's safeguarding procedures.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Children receive an exceptional early education. Leaders have excellent relationships with other professionals and have an expert knowledge of how to provide continuity in children's care and learning. Partnerships with parents are highly effective. All staff take account of families' individual needs and offer a welcoming and friendly environment where parents feel valued. Leaders have a secure overview of children's individual progress and support staff to make accurate and thoughtful reflections on children's skills over time. They look closely at how well children for whom they receive additional funding progress. However, leaders have successfully identified the need to refine the process for tracking even further, to compare the progress made by all groups of children. Safeguarding is effective. All staff have a robust knowledge of their roles and responsibilities in child protection. Leaders ensure children's welfare is a central focus at all times and this is embedded throughout the setting to keep children safe.

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

Staff are passionate and engage enthusiastically with children of different ages. They support them to develop their creativity and imaginations extremely well. For example, children have access to a wide variety of resources to extend their play. They excitedly invite others onto their pretend cardboard-box train, which is on its way to the 'seaside'. Staff think of highly inventive ways to support children's physical skills and children demonstrate an excellent ability to complete tasks that involve small-muscle coordination. For example, children use tweezers to pick up pasta or try using chopsticks to collect rice into bowls in the 'Chinese restaurant'. Staff foster children's love of books and early literacy skills remarkably well. For example, staff share familiar stories, which children are keen to join in with as they repeat phrases and talk about the characters.

### Personal development, behaviour and welfare are outstanding

Staff ensure the safe and well-organised environment promotes children independent discovery. Children are keen to take on jobs and tasks throughout the day. They benefit from an excellent variety of play equipment that reflects their diverse communities. For example, children learn about Chinese New Year, as they make vegetable spring rolls and explore role-play resources to extend this knowledge. Staff encourage children to be highly active, eat a broad range of healthy meals and learn about portion control. Children behave well and form very close friendships within the group. Staff help children to explore their emotions. Older children begin to show great care and concern for one another as they learn to talk about their feelings.

### Outcomes for children are outstanding

Children make rapid progress in their learning. Where they do not, staff implement highly effective interventions to support them further. Children are highly confident and curious. They develop excellent early writing skills as they try out different tools to make marks or represent letters. Children talk fluently about their experiences and develop a rich understanding of the world. For example, they describe the giant snails which are classroom pets. Children gain a vast array of skills and are well prepared for the future.

## Setting details

<b>Unique reference number</b>	EY488672
<b>Local authority</b>	Islington
<b>Inspection number</b>	1024555
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	The London Borough of Islington
<b>Registered person unique reference number</b>	RP905313
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0207 527 4008

Packington Children's Centre at Bentham Court registered in 2015. The nursery is managed by Islington Borough Council and receives funding to provide free early education for two-, three- and four-year-old children. The nursery operates each weekday between 8am and 6pm, all year round. The nursery employs 14 members of staff, 13 of whom hold appropriate early years qualifications at level 3 and above. There are three members of staff who hold early years professional status.

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