

# Golden Lane Childrens Centre

Golden Lane Campus, 101 Whitecross Street, LONDON EC1Y 8JA



<b>Inspection date</b>	24 July 2019
Previous inspection date	21 July 2015

<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 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

- Communication with parents is good. Staff know the families well and parents report that staff work sensitively with them to support them through difficult periods in their lives. Parents are encouraged to share their ideas about how to improve the setting further, helping managers to target improvements well.
- Children have close attachments to staff, including their key person. This promotes children's personal and emotional well-being.
- Children make good progress in relation to their individual starting points. Staff work effectively with other professionals involved in the children's care to ensure a consistent approach.
- Staff encourage good behaviour and independence well. They gently remind children of the expected behaviours in the setting, and provide plenty of praise and encouragement to foster self-esteem.
- Some staff provide good one-to-one support for children with special educational needs and/or disabilities (SEND). They make good use of signing to help develop children's communication skills.
- Effective settling-in arrangements and well-planned transitions between rooms provide continuity of care, learning and development.
- Staff do not always complete children's two-year-old progress assessments in a timely manner. These assessments need to be completed with accuracy and rigour, to identify children's areas for further support or any areas where the child's progress is less than typical.
- The organisation of routines occasionally interrupts children's play and learning.

## What the setting needs to do to improve further

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

- improve the consistency and rigour of required written assessments, ensuring they are completed in a timely manner
- consider more flexible routines to avoid interrupting children's play and learning.

### Inspection activities

- The inspector met with the nominated individual and the manager of the children's centre.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day.
- The inspector observed the quality of teaching, including through a joint observation, and assessed the impact this has on children's learning and development.
- The inspector looked at children's assessments and planning documentation.

#### Inspector

Margarita Nolan

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The children's centre lead successfully supervises and directs her staff and ensures they understand their individual roles and responsibilities of child protection matters. All staff know how to report any safeguarding concerns about a child's welfare. Staff are well deployed to enable them to care for and provide children with support when attending to activities of their choice. There are strong links with other professionals. This helps to provide specialist advice to support the well-being of children and their families. Children with SEND and their families are sensitively supported by a consistent and dedicated team.

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

Staff position themselves well around the setting both indoors and outside, engaging and supporting children in their activities at the children's level. Younger children enjoy selecting and sharing stories with an adult. When looking through books together, children's communication and language skills are supported well. Older children enjoy mixing their own play dough, experimenting with colours and feeling the dough between their fingers. Staff use small-group times effectively to target children's next steps in learning. For example, using strategies from speech and language therapy to target children's listening and attention skills. Staff support children's communication and language development effectively, especially those with SEND. They get down to children's level and use a combination of signing, visual aids and singing songs to communicate transitions.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and friendly environment. Children are well behaved, happy and busily explore the setting. Children are relaxed in the care of the staff and they develop close relationships with their key persons, often cuddling up to them during play. Staff teach children to manage their self-care needs effectively. They access the handwashing facilities independently and help themselves to their water bottles. During lunch older children serve their own food, pour their own drinks and are encouraged to scrape their plates by themselves. Staff use positive reinforcement to give gentle reminders of expectations and praise children's positive behaviour.

### Outcomes for children are good

All children are making good progress from their original starting points. Children enjoy their time at the centre and keenly explore the activities and resources on offer to them. Younger children enjoy using the climbing equipment in their playroom. They carefully move through, under and over the apparatus, with support if needed. This develops their physical skills. Older children enjoy observing the marks they make using different media such as stamps and play dough. They persevere at their chosen activity and learn new skills, such as cutting with scissors. Children acquire the skills they need in readiness for future learning.

## Setting details

<b>Unique reference number</b>	EY371508
<b>Local authority</b>	Islington
<b>Inspection number</b>	10106505
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	99
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Prior Weston Governing Body
<b>Registered person unique reference number</b>	RP903108
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	07956 047 750

Golden Lane Children's Centre registered in 2008. It is part of Prior Weston School at the Golden Lane Campus in the London Borough of Islington. The centre is open each weekday from 8am to 6pm for 49 weeks a year. It receives funding to provide free early education for children aged two, three and four years. The centre employs 34 members of staff, all of whom hold early years qualifications, including six who have qualified teacher status and two who are early years teachers.

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