

Inspection of Conewood Street Childrens Centre

14 Conewood Street, London N5 1DL

Inspection date: 12 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enthusiastic about coming to the nursery. They have formed strong, warm relationships with staff. Children are motivated to learn; they make choices in their play and show interest in the activities available. Children behave well as they listen to the instructions of staff. Children are kind and caring towards one another. They play cooperatively together with their friends. Children enjoy a wide range of physically active play. For example, they design their own obstacle courses outside and in the soft-play area; they set themselves challenges to balance until the end without falling off. Children gain independence and manage their own self-care. They take personal responsibility for handwashing and toileting. They learn how to put coats on and fasten shoes, and serve their food at mealtimes. Staff teach children about the benefits that healthy eating and exercise have on the body. Staff know the children well. They have high expectations of all children and work closely with other services, parents and professionals to meet children's individual needs. This enables staff to ensure all children receive the support they need to make good progress. The manager uses additional funding effectively to extend opportunities and experiences available to children. For example, they have introduced a language intervention group to help children in their communication and language development.

What does the early years setting do well and what does it need to do better?

- The nursery curriculum is based on staff's knowledge and understanding of each child's learning needs, next steps and interests. They plan appropriate, challenging learning activities to support these.
- When children first begin at the nursery, staff gather information from parents to help establish children's starting points and needs. The children's key persons know them well and work closely with parents to share ongoing information about their children's progress and how they can further support this at home.
- Parents speak highly of the care provided. They praise the staff for their caring and supportive approach and say that their children are happy and safe at the nursery.
- All children make good progress at this setting. Regular assessments help staff to identify and address any gaps in learning. Children with special educational needs and/or disabilities are given extra support when needed. So, too, do children who speak English as an additional language.
- Children develop their communication and language skills well. For example, staff sing songs, repeat key words and read stories to help support their growing vocabulary. Older children learn about letters and the sounds they represent and begin to write their own names, to encourage their literacy development.
- Educational activities provided by staff help to build on what children know. Children sustain particularly good levels of concentration. For example, children

enthusiastically explore and experiment by mixing colours of paint they already know, to try and create new colours.

- Children learn about mathematical concepts and numbers. Staff use stories and songs for opportunities for children to count. Children are encouraged to recognise shapes in their immediate environment, with staff highlighting the difference between two- and three-dimensional shapes, for example.
- Children, including babies, have daily opportunities to play outside, be active and benefit from fresh air. Staff leave the doors open so that all children can choose to play inside or outdoors.
- Managers and staff evaluate the quality of care and education they provide and reflect on ways to develop the provision further. For example, changes to the nursery routines and environments since the last inspection mean that children benefit from more opportunities to become independent. This helps to prepare them for the next stage in their learning and the move on to school.
- Managers provide training and coaching for staff to strengthen their skills and knowledge. However, the arrangements to observe and monitor the quality of teaching are not yet sufficiently precise to identify and target aspects of teaching that could be improved to raise the quality of teaching further.
- At times, some management documentation required by the inspector was not readily available.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns related to safeguarding, including child protection. The manager and staff understand fully the procedures to follow if they have a concern about a child's welfare. The manager conducts safe recruitment procedures and checks that staff remain suitable in their roles. Staff carry out risk assessments daily to ensure that the premises are secure. Procedures are in place to monitor attendance.

What does the setting need to do to improve?

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

- strengthen the arrangements for staff's observation and supervision to build on the already good quality of teaching
- implement more robust and consistent methods of storing documentation.

Setting details

Unique reference number	EY401289
Local authority	Islington
Inspection number	10100965
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	46
Number of children on roll	56
Name of registered person	Conewood Street Children's Centre
Registered person unique reference number	RP519195
Telephone number	0207 5274440
Date of previous inspection	6 March 2019

Information about this early years setting

Conewood Street Children's Centre registered in 2009 and was formerly registered as Martineau Community Nursery. It is situated in the Highbury area of the London Borough of Islington. The setting is open each weekday from 8am to 6pm, for 49 weeks a year. The provider is in receipt of funding for free early education for children aged two, three and four years. The provider employs 14 staff to work directly with children. All staff hold relevant early years qualifications ranging from level 2 to level 7. One member of staff has early years teacher status.

Information about this inspection

Inspector

Bethany Patrick

Inspection activities

- The inspector and the manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- Discussions were held with children, practitioners, parents and committee members at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of interactions between staff and children.
- The inspector sampled documents, including staff's files, children's work and training certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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