

Inspection of Minik Kardes Childrens Centre and Community Nursery

53-55 Balls Pond Road, Islington, London N1 4BW

Inspection date: 17 February 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this extremely warm and welcoming nursery. Leaders and staff are completely committed to creating an exceptionally nurturing and inclusive environment. Children build an excellent understanding of families, community and diversity. Staff have very high expectations for all children and plan a rich and stimulating curriculum where children are motivated and eager to learn. They are dedicated to ensuring that all children are extremely supported in their learning. Children feel safe, secure and ready to learn.

Children form very strong attachments with their key person, and this helps babies to develop emotional security and settle well. Babies and toddlers enthusiastically explore a variety of natural and sensory resources. Children enjoy activities that spark their curiosity. Staff plan highly stimulating learning environments indoors and outdoors, and place children's learning at the heart of everything they do. Children relish being outdoors. For example, they confidently use small tools to dig and hunt for different insects and show great excitement when they find worms in the soil. Children demonstrate exceptional behaviour and social skills. They listen attentively to staff and show respect for one another. There is a happy and harmonious atmosphere throughout the nursery. Children show high levels of confidence and independence, and have a positive can-do attitude to their learning.

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

- Managers reflect exceptionally well on the unique needs of the children who attend. They are ambitious and offer high-quality care and education. Staff are highly positive about the levels of support from managers. The team is dedicated to children and works exceptionally well together. The impact of staff training is clearly seen in the high-quality activities and environment that staff provide for children to play and learn.
- Staff support children's communication and language skills superbly. Most children are bilingual or speak English as an additional language. With the attentive support of staff, children begin to extend their interactions with others using spoken English. The bilingual staff team can speak to children and parents in their home language.
- Children have ample opportunities to be physically active. The nursery has developed a physical literacy programme, and this has had a positive impact on children's confidence, balance and movement. The stimulating outdoor space encourages children to negotiate space, jump and climb. Younger children develop their early walking skills in this safe and secure environment.
- Children's learning experiences are enhanced through an extensive range of visits into the local community. For example, children have visited museums, theatres, local parks and the seaside. Parental involvement is actively

encouraged and contributes successfully to children's learning.

- Staff understand each child's individual character. They use this knowledge to successfully implement an educational programme based on what they intend children to learn next, in order to extend their learning. Staff enhance children's language skills by introducing new words during their play. They are talented at encouraging children to solve problems and apply critical thinking. Learning is highly active, and children make outstanding progress in their learning and development.
- Staff work very successfully to promote the best outcomes for children with special educational needs and/or disabilities. They work effectively with parents and others involved in children's care to support them successfully. There is a wide range of resources to support children's development highly effectively, including a highly resourced outdoor sensory room.
- Staff help children to gain an excellent understanding of the benefits of healthy eating. They are taking part in the Healthy Eating London award and follow the 'Henry' approach to support families to adopt healthier lifestyles. The dedicated nursery cook provides a wealth of delicious and nutritious fresh meals, which the children thoroughly enjoy.
- Children's behaviour is exceptional. They acquire the skills that they will need to move them forward in their future learning at an early age. Staff help children to understand about taking turns and sharing. They are kind and warm and model excellent behaviour. Children thrive on the positive praise and encouragement they receive. A highly consistent approach to care routines, behaviour management and expectations in all rooms supports children extremely well.
- Partnerships with parents are outstanding. Parents speak very positively about staff. The attachment between each child and their key person is undeniably strong. Parents are kept up to date about their child's learning through an online system and daily updates from their child's key person. Parents regularly seek support, advice and guidance from the managers and staff, and this is given without hesitation.

Safeguarding

The arrangements for safeguarding are effective.

All staff are highly trained and have an excellent understanding of their role to protect children. They know how to identify potential signs of abuse and the procedures to follow if they have any concerns about a child's welfare. This includes protecting children from extreme views and using technology securely. Daily risk assessments provide children with safe environments to play and learn. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. The management team carries out a thorough induction process to help make sure that all new employees understand and meet the setting's high standards.

Setting details

Unique reference number	EY314290
Local authority	Hackney
Inspection number	10128436
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 5
Total number of places	57
Number of children on roll	42
Name of registered person	Minik Kardes Ltd
Registered person unique reference number	RP523750
Telephone number	020 7 923 7226
Date of previous inspection	28 May 2015

Information about this early years setting

Minik Kardes Childrens Centre and Community Nursery first opened in 1995 and re-registered 2005. It offers a bilingual service for mainly Turkish and Kurdish speaking families, although it is fully inclusive. The nursery is situated in the London Borough of Hackney. It is open each weekday from 8am to 6pm, for 49 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The manager and the inspector carried out a learning walk and discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the manager and the deputy manager.
- Discussions were held with the manager and the deputy manager. The inspector looked at relevant documentation, including children's records and evidence of the suitability of staff.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.

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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