

Inspection of Packington Children's Centre

32a Popham Road, LONDON N1 8SJ

Inspection date: 24 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

All children are welcomed into this friendly and purposeful setting, located next to a local school. Staff provide a variety of resources and equipment to support children's development in all areas of learning. Children settle quickly into the setting and move confidently around the space. They form strong bonds with staff, who know them well and plan effectively for their next steps in learning. Children are encouraged to lead their own learning. They choose what they want to play with, and staff promptly follow their interests. Children enjoy experimenting with the natural materials and resources on offer. For example, they touch and feel the plants in the garden, and younger children explore baskets of sensory items. This helps children to make connections with the wider world around them. Children with special educational needs and/or disabilities (SEND) thrive in this inclusive setting. Staff skilfully adapt activities and deploy specialist resources to ensure all children are fully included. Staff support children who speak English as an additional language well. They ask parents to share familiar words to promote their children's language development. Children behave well. For instance, they line up and wait to wash their hands before eating.

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

- Children and families are placed at the heart of the provision. The nursery is welcoming and inviting. For example, parents attend regular coffee mornings. Senior staff conduct home visits and arrange for parents and children to look around before children join the nursery.
- There are effective procedures in place to settle children into the nursery. Staff obtain important information about children. They work well with parents to establish their children's starting points. This helps staff to plan initial learning opportunities.
- Leaders and staff have high expectations for all children, including those with SEND and children who speak English as an additional language. Leaders and staff work with parents and other professionals to support children with their learning, care and development. They contribute to assessments and attend multi-agency meetings to promote the best outcomes for children.
- Children feel safe and secure at the setting. They form strong attachments with staff, who are nurturing and responsive to their individual needs. Staff know children well and make assessments of their progress to inform their planning.
- Children are active learners. They move confidently around the nursery and select from the wide range of open-ended activities on offer. All children make at least typical progress from their starting points.
- Staff are helped to develop professionally through effective support and supervision sessions. Leaders and managers undertake observations of staff and peer observations to help them identify development points and set targets.

Staff have access to regular training, which helps them to keep their professional knowledge up to date.

- Staff have developed a variety of techniques to encourage children to behave well. For example, children are shown a visual image of the rules to share with their friends. This helps to tackle unwanted behaviour promptly. However, there are times when staff do things for children, such as wiping their nose or removing their shoes, and they miss the opportunity to promote children's independence.
- Staff use ongoing observations to understand children's achievements, interests and learning styles. They incorporate children's next steps of learning into their planning. This has a positive impact on the development of children's knowledge and skills across all seven areas of learning.
- Staff share information between settings and manage transitions effectively. They have developed strong relationships with the neighbouring school. They use the school's outdoor area at the end of the school day. This helps children to develop their confidence and move seamlessly between provisions.
- Children are encouraged to lead healthy and active lifestyles. For example, they brush their teeth, and they chase each other in the garden. Children have regular trips outside of the nursery, including a visit to the theatre.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard and protect children. They attend regular safeguarding training to ensure their knowledge is up to date. Staff can identify the signs of possible abuse and neglect. They know the procedures to follow in the event of a concern being raised. Leaders and managers follow rigorous recruitment and vetting procedures to ensure that all staff are suitable to work with children. Daily risk assessment checks are undertaken by staff to help to ensure the nursery remains a safe place in which children can play and learn.

What does the setting need to do to improve?

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

- develop children's independence further during daily routines.

Setting details

Unique reference number	EY442174
Local authority	Islington
Inspection number	10138047
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	22
Number of children on roll	37
Name of registered person	The London Borough of Islington
Registered person unique reference number	RP905313
Telephone number	02077043903
Date of previous inspection	20 August 2015

Information about this early years setting

Packington Children's Centre originally registered in 2008 and re-registered in 2012 due to a change in management. It is managed by the London Borough of Islington, where it is based. The nursery is open from 8am to 6pm for 48 weeks a year. The nursery is in receipt of funding for the provision of free early education to children aged two years. There are 11 staff, who all hold appropriate early years qualifications. This includes two staff with early years degrees.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector took part in a learning walk with the executive head. She looked at how the curriculum is planned to meet the needs of the children attending.
- The inspector spoke with members of staff and children at appropriate times during the inspection.
- The inspector viewed a sample of documentation. This included paediatric first-aid certificates, evidence of staff suitability and training records.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector, leaders, managers and the local authority.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020