

Inspection of Goodinge Early Years Centre

Goodinge E Y C, Goodinge Childrens Day Centre, Corporation Street, London, Middlesex N7 9EH

Inspection date: 5 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. Excellent settling-in procedures ensure they develop good relationships with staff. Children demonstrate that they feel safe and secure in the staff's care. Toddlers smile and confidently interact with visitors, while babies, with support from staff, explore the well-resourced environment. Children display their early creative skills as they dance along to musical instruments.

Leaders and managers have created a bright and engaging nursery environment that gives children the opportunity to explore and follow their own interests. They make choices about their play, moving freely between the inside and outside spaces. Staff get to know children very well and are highly responsive to children's interests and follow their lead well. Children have plenty of opportunities for fresh air and enjoy a range of activities in the extensive outdoor areas. This supports children who prefer to learn outside very well. Babies explore sensory activities, such as sand and water. Older children are eager to explore the garden and use large play equipment and wheeled vehicles. This helps to develop their large-muscle skills well.

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

- The nursery has a strong key-person system in place. This enables children to settle in quickly to the setting as they form strong bonds with staff. Children are confident and self-assured.
- Children's behaviour is good. Staff are quick to support children to express their own views and wants. Children form friendships and enjoy one another's company.
- Children are encouraged to be independent and understand the daily routines. For example, children hang up their painting aprons independently after use. However, at other times, staff are too quick to jump in and complete tasks for children that they are able to do for themselves.
- Leaders display a very strong commitment to providing good-quality experiences for all the children who attend the nursery. They form strong relationships with the staff team and have high expectations of what children can achieve. Leaders and managers are vigilant in identifying areas for improvement and provide staff with extensive training opportunities to enhance their knowledge and skills. They have a passion for the setting and are highly ambitious for all children.
- Staff ensure that the nursery is inclusive. For example, they seek and follow advice from professionals to support children's learning needs. They liaise with professionals, such as speech and language therapists, to support children with special educational needs and/or disabilities. This helps children to make good progress in their learning.

- Partnerships with parents are strong. They speak highly of the nursery and say that they are pleased with their children's progress. They emphasise the value of the excellent settling-in procedures and the strong key-person system.
- Leaders and managers implement an ambitious curriculum that enables all children to make the best possible progress they can, particularly those who are most disadvantaged. Well-resourced rooms enable children to have a wide range of experiences, which meet their learning needs well.
- Staff support children's language skills well. For example, while making play dough, staff name the ingredients and encourage babies to repeat words, such as 'salt' and 'flour'. Toddlers are encouraged to share their ideas and talk about what they see. Despite this, at times, staff do not ask questions to enable children to develop their communication skills to the highest standard.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to identify a child who may be at risk of harm. They know the action to take to report such concerns. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. Staff attend safeguarding training and discuss this at staff meetings. They have an excellent understanding of other safeguarding issues, such as the risk of extremism.

What does the setting need to do to improve?

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

- help staff to develop their questioning skills to encourage children to use their thinking skills and build on their imagination to make the best possible use of their language skills
- develop opportunities for children, especially toddlers, to carry out tasks independently.

Setting details

Unique reference number	EY558408
Local authority	Islington
Inspection number	10175219
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 at time of inspection	0 to 4
Total number of places	66
Number of children on roll	60
Name of registered person	The London Borough of Islington
Registered person unique reference number	RP905313
Telephone number	020 7527 6981
Date of previous inspection	Not applicable

Information about this early years setting

Goodinge Early Years Centre is situated in the London borough of Islington. The setting is open from 8am until 6pm on weekdays for 49 weeks of the year. They accept funding for children aged two, three and four years. There are 18 members of staff. All hold an early years qualification at level 2 or above.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in her evaluation of the setting.
- The head of nursery and inspector held a learning walk and discussed the curriculum at the setting.
- The inspector looked at relevant documentation, including Disclosure and Barring Service records and paediatric first-aid certificates.
- The inspector observed staff interacting with children during care routines and play activities. The inspector assessed the impact this has on children's well-being and development.
- Parents shared their views with the inspector, who took account of their comments.
- The inspector and the head of nursery held a joint observation and assessed the quality of teaching at the setting.

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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