

Inspection of Destiny Haven Nursery & Pre-school - Noel Park

32 Clarendon Road, London N8 0DJ

Inspection date: 21 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 secure at this welcoming nursery. They form close relationships with the staff and develop secure friendships with other children. Children behave well. For example, they sit together nicely and use good manners at mealtimes. Children keep fit and have fun when they play in the nursery gardens. They learn to manage risks while they practise physical skills, such as climbing and balancing. Toddlers become adept at using large apparatus. They climb the slide ladder carefully, placing one foot in front of the other. Staff stay nearby to encourage them and keep them safe.

Staff support all children to achieve as much as possible. This includes children with special educational needs and/or disabilities (SEND), children who speak English as an additional language and those who receive funding. Children thoroughly enjoy the variety of interesting and motivating activities. They keenly discover new information and develop the skills they need for future learning. Children concentrate well as they use safety knives to slice carrots. They count the pieces and talk about making halves and quarters. Children are proud to share their achievements. Older children eagerly show visitors a display of drawings and writing that they have created to celebrate Black History Month. They speak knowledgeably about the influential people they have learned about.

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

- Leaders combine their professional knowledge and experience to continually review and develop the provision effectively. They support staff to evaluate the environment and activities, to ensure they interest children of all ages and motivate them to learn. Staff say that they have good opportunities to develop their professional skills, such as through supervision meetings and online training.
- Parents speak highly of the caring staff. They say that staff keep them well informed about their children's progress, for example through daily chats and by sharing information via an online application.
- Staff monitor children's progress closely and get to know them well. They quickly identify where children need extra help with their learning. Where needed, staff work with parents and other professionals to develop specialised support plans for children. They provide highly focused activities to support children's social and communication skills. Staff help children with SEND to make rapid progress.
- The curriculum has a strong focus on developing children's literacy skills. Staff provide lots of enjoyable ways to help children develop the strength and coordination necessary for writing. For instance, babies discover that they can create marks by pressing items into damp sand. Toddlers become increasingly adept as they learn to use chinks, paintbrushes and crayons. Older children

develop good pencil control. They create highly detailed drawings and learn to write the letters from their names. Some children become confident writers and enjoy adding words and simple sentences to their pictures.

- Children show great enjoyment as they listen to stories. Staff use these opportunities to broaden children's vocabulary and enhance their understanding of the world. For instance, older children learn the names of wild animals and tropical fruits as they listen to a story about a girl living in Africa. However, staff sometimes miss opportunities to support children's language in other ways, for example by having conversations with children or commenting on their chosen play.
- Staff manage children's behaviour calmly and consistently. They are positive role models for children, who learn to treat others with kindness and respect. Children speak positively about their similarities and differences. For example, they compare their different hair and skin tones and describe how these make each of them special and unique.
- Children enjoy nutritious and well-balanced meals and snacks. Staff and children grow fruit and vegetables in the nursery garden. They harvest these and serve them at mealtimes, which encourages children to taste a wider range of healthy foods.
- Staff generally support children's independence well. For instance, they encourage them to express their preferences and make choices about their play. Staff teach children good hygiene routines, such as regular handwashing, and work closely with parents to support toilet training. However, on occasion, staff miss opportunities to build on children's personal care skills, for instance by encouraging toddlers to wipe their noses or supporting older children to cut up their own food.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm. They confidently describe a range of signs and symptoms that may indicate a child is at risk of abuse. They know what to do if they become concerned about a child's welfare. Staff are also familiar with wider safeguarding concerns, including the risks to children online or from radicalisation. They know the correct procedures if there is an allegation made against an adult working with children. Leaders follow robust recruitment procedures to help ensure that staff are suitable to work with children. Staff complete daily risk assessments to make sure that the premises indoors and outdoors are safe.

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 support children's communication skills more consistently during daily routines and play children choose themselves
- build on the opportunities to promote children's independence with their personal care skills.

Setting details

Unique reference number	2604205
Local authority	Haringey
Inspection number	10204820
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	1 to 4
Total number of places	56
Number of children on roll	32
Name of registered person	Destiny Haven Childcare Ltd
Registered person unique reference number	RP554387
Telephone number	02088816893
Date of previous inspection	Not applicable

Information about this early years setting

Destiny Haven Nursery & Pre-school registered in 2020. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. The setting employs eight staff, six of whom hold an appropriate early years qualification. The owner and one member of staff hold early years teacher status. Other staff are qualified at level 3 or level 4.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and owner led the inspector on a walk around the nursery to discuss how they organise the provision and plan the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector observed a range of activities, indoors and outdoors, and assessed the quality of education and the impact on children's learning and development.
- The inspector held a meeting with the owner and manager to discuss issues such as the supervision of staff and how they evaluate the provision.
- The inspector spoke to staff and children to find out their views on the nursery. She obtained feedback from parents through discussions and by looking at written comments.
- A range of documents were looked at by the inspector, including paediatric first-aid certificates, staff suitability checks and safeguarding policies.

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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