

Inspection of Conewood Childrens Centre Nursery

14 Conewood Street, Islington, London N5 1DL

Inspection date: 10 March 2022

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 enjoy attending this nurturing setting. They settle quickly into their play as soon as they arrive. Staff listen to children carefully and communication with parents is made a priority. Children's behaviour is good and the daily routines and expectations are well understood. Children are keen to help with tidy-up time, they smile as they are praised by staff. They are engaged and enthusiastic as they join in at story time, where they develop enthusiasm for reading and telling stories. They sit together with staff who make this time fun and engaging. They talk about recently celebrating 'World Book Day', where they dressed up as their favourite characters. They take part in celebrating lots of cultural events to bring these important times to life.

Staff know what interests and inspires children to learn. Children choose what they would like to play with from a variety of good quality resources as they persevere with tasks. They plan activities with staff and express their interests continually. Children of all ages have good opportunities to be physically active. They take part in the soothing tummy time and yoga sessions. They stretch and crawl while developing their coordination and develop their different muscle groups and strength. In the garden, they climb and balance and safely manoeuvre wheeled toys around the circuit. Children encourage their friends to have a go and celebrate their achievements together.

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

- Leaders and managers work closely to support staff well-being. Staff supervision meetings and professional development is given high priority. Staff complete further qualifications and training that complement and develop their existing skills and expertise. This means that staff are confident and knowledgeable, when delivering a curriculum of education that considers children's individual needs and offers exciting learning opportunities for children.
- Staff strive to constantly enhance their practice to benefit children. Children thrive in this safe and secure environment. Staff work closely with families to support children's emotional well-being and to incorporate ways of working together, so that the valuable skills children are learning at nursery and at home can be shared.
- Staff have high expectations for the children. Children learn how to become independent, which prepares them for their transition to school. They spend lots of time in the well-resourced outside area. They develop strong physical skills as they take part in regular physical play. However, inside at times, group activities are not always organised, so that all children are fully challenged and highly engaged in their play and learning.
- Children become independent and confident learners. They are supported by key

persons who understand the learning and development needs of the children they care for. Staff accurately assess what the children can do when they start at the nursery. They use this information well to build on children's learning and to help them make plans that support each child. Additional funding is used wisely to meet children's needs and help build on children's experiences.

- Every opportunity is used to develop the children's vocabulary. Staff listen and value children's contributions. They make sure that children who speak English as additional language get to hear and use their home languages. Staff talk and play music in the languages of the children who attend. As a result, children practise and explore new words, developing the skills they need to be confident communicators.
- Children with special educational needs and/or disabilities are well supported by their key persons. Staff identify any areas children may require support in early on. The nursery's special educational needs coordinator works with staff to ensure they provide an inclusive provision for children. Staff work closely with other professionals including those who deliver specialist language support to help children develop their communication skills.
- Good health is promoted across the nursery. Effective hygiene routines are in place, protecting everyone's ongoing health and safety. Staff are aware of children's specific dietary needs, including known allergies. They ensure parents complete an allergy form and staff follow safe guidelines to help identify specially prepared meals for children. The food provided is, mostly, healthy and nutritious and enjoyed by the children. Staff teach children skills, such as serving themselves at mealtimes. However, on occasion, older children are not always carefully guided in social skills during this time.
- Parents say that their children are very happy at the nursery. They value the communication they have from staff who offer highly practical guidance on how to continue learning at home. They also feel well informed about their children's development, including with the two year progress check and use of the online forum to contribute.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their safeguarding responsibilities and how to protect the children they care for. Regular safeguarding training is organised to keep staff knowledge and understanding up to date. The nursery environment is safe and secure. Regular risk assessments are carried out and appropriate action is taken to ensure the children's safety at all times. Designated safeguarding leads are aware of local and wider safeguarding issues that could affect children's welfare. Managers are trained in safer recruitment to make sure that the ongoing suitability of staff is supported and prioritised. Policies and procedures are shared with staff and parents.

What does the setting need to do to improve?

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

- consider more closely how to adapt group activities to ensure all children fully engage and benefit from the learning opportunities
- build on the interactions staff have with children at lunchtimes to extend their independence and understanding of social skills when serving themselves.

Setting details

Unique reference number	2589934
Local authority	Islington
Inspection number	10208809
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	0 to 5
Total number of places	54
Number of children on roll	51
Name of registered person	The London Borough of Islington
Registered person unique reference number	RP905313
Telephone number	020 7527 4440
Date of previous inspection	Not applicable

Information about this early years setting

Conewood Childrens Centre Nursery registered in 2020. 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 16 staff to work directly with children. All staff hold relevant early years qualifications ranging from level 2 to level 7. Two members of staff have early years teacher status and one staff member has qualified teacher status.

Information about this inspection

Inspectors

Catherine Greene
Sonia Ferreira

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- A learning walk was completed with the manager of the setting.
- The inspectors observed staff and children at play and spoke with staff at appropriate times throughout the inspection.
- Staff shared their views with the inspectors about the support they receive for their development and well-being.
- A meeting was held between the inspectors and managers to discuss the leadership and management of the setting.
- The inspectors provided opportunities for parents to share their views.
- Documents relevant to the inspection were reviewed.

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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