

Inspection of Stonecroft

100 Priory Road, Hornsey, London N8 7HR

Inspection date: 21 February 2022

Overall effectiveness	Outstanding
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 are extremely happy and thrive in this superbly resourced centre. Children separate easily from their parents as they have exceptionally secure relationships with the caring staff. Children feel secure and loved. They are highly motivated and confident to initiate activities and test their skills. For example, they become experts at using cameras to capture their surroundings. They learn how to position the camera to film themselves at play. Additionally, children's excellent creative skills and high levels of concentration are further enhanced as they learn to edit their films with support from a highly skilled professional.

Leaders have expertly developed their exceptionally ambitious curriculum for all children. They have achieved this through using information from their precise monitoring of children's interests and their deep understanding of what children need to learn and do next. Children are extremely eager to engage in activities that promote their problem-solving and critical thinking skills. For example, children learn to make ravioli. They practise their excellent language skills as they precisely follow instructions read by staff. They quickly recognise numbers of quantities in the recipe and learn simple science, as they mix ingredients and add water when needed. Additionally, children work on the cookbook, which will be shared with parents. This helps to further extend the already excellent curriculum home links.

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

- Leaders have an extensive understanding of what they intend children to know and achieve. Staff have excellent opportunities to extend their professional development continuously through highly effective training. This ensures that they maintain high-quality teaching, which helps all children to make rapid progress in their learning in relation to their starting points. This includes children with special educational needs and/or disabilities.
- Children behave exceptionally well, and staff are expert role models. Children are polite and say 'please' and 'thank you' without prompting. They take turns and negotiate space successfully. For example, children build a huge construction with ladders and wooden marble runs and then support each other by holding the ladder when someone climbs on it. This shows a very clear understanding of the rules of safe play as well as children's caring attitudes towards each other.
- There is a superb focus on communication and language development. Staff extend children's vocabulary and are expert in modelling language. Children who start with limited vocabulary make rapid progress and promptly put words together. All children, including those who speak English as an additional language, become proficient in English.
- The teaching of literacy skills is extremely effective. For example, children make

a story map of 'Three Billy Goat Gruff' book and talk about the range of emotions the troll may be feeling. Children draw on their extensive vocabulary and literacy skills to consider an alternative ending. This shows their outstanding language abilities, in particular their superb command of language of feelings.

- Staff have a deep understanding of the importance of helping children to develop strong core muscles. For example, children use a wide range of pulleys and ropes to transport heavy objects. These types of activities, together with ample opportunities for children to practise their small-muscle skills and mark making, prepare them exceedingly well for the next stage in learning.
- Staff provide excellent ways to promote children's knowledge of mathematics and technology. For example, children are highly competent learners capable of using projectors, interactive boards and computers.
- Children learn to manage their self-care needs independently. For instance, they put their coats on for outdoor play without prompting. Children help with small tasks, such as tidying up after activities. This helps them gain a sense of responsibility and further develops their independence in readiness for school.
- Staff provide extensive experiences that notably broaden children's understanding of the world. For example, staff take children to visit older people in a nearby care home. Children gain exceptional knowledge of their community and people living in the area. Staff place strong importance on encouraging children to share their own customs with their friends. This helps children to learn to respect and value others.
- Relationships with parents are excellent. Parents feel supported and praise the centre's work, particularly during the COVID-19 pandemic. They highly appreciate the workshops that the centre provides for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an exceedingly comprehensive knowledge of child protection policies and procedures. They are extremely vigilant and fully committed to protect all children in their care. Leaders ensure that staff's training is up to date and they have an excellent understanding of what to do if they are concerned about a child's well-being. Safeguarding documentation is clearly displayed to enable quick access if the need arises. Risk assessments are exceptionally detailed and effective. Managers follow safer recruitment processes to appoint new staff. This helps to ensure the suitability of all staff.

Setting details

Unique reference number	140462
Local authority	Haringey
Inspection number	10137959
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	2 to 4
Total number of places	65
Number of children on roll	87
Name of registered person	London Borough of Haringey
Registered person unique reference number	RP520823
Telephone number	020 8340 7050
Date of previous inspection	4 December 2015

Information about this early years setting

Stonecroft under-fives centre registered in 1999 and is situated in the London Borough of Haringey. The nursery is open from 8am until 6pm, Monday to Friday, for 48 weeks of the year. The provider employs 18 staff members, all of whom hold appropriate childcare qualifications from level 1 to level 7. The provider is in receipt of funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Agnes Wink

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 manager and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed the curriculum.
- The inspector carried out a joint observation of practice with the manager.
- Staff spoke to the inspector throughout the inspection.
- Children interacted with the inspector during the inspection.
- The inspector reviewed documentation, including staff suitability information and training certificates.
- The inspector spoke to parents to gather their views.

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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