

# Inspection of New River Green Childrens Centre

New River Green Childrens Centre, 23 Ramsey Walk, LONDON N1 2SX

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Inspection date: 26 April 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff have a clear focus on helping children to become independent so that they gain the skills they need for future learning. Staff are well organised, so that children do not spend too much time waiting to transition to the next part of the day. Children sleep according to their own needs. They mostly show that they are happy in the safe and nurturing environment. Children of mixed ages play alongside each other and enjoy each other's company. Older children sit with younger children and look at books together. They behave well and staff consistently praise children's efforts and interact positively with them so that children know what is expected of them.

Children thoroughly enjoy exploring the wealth of activities on offer both indoors and outdoors. They are enthusiastic learners, who are eager to have a go. They are fascinated as they observe and hold the chicks they are currently caring for. Later, they are completely engaged in making chicks out of play dough using different materials and tools. In the pond area, children are animated and interested when using magnifying glasses to search for frogs and tadpoles. During small-group and one-to-one activities, children develop skills, including being able to listen and concentrate. Staff are consistently encouraging children to do more for themselves. They get down to children's level to interact with them and speak warmly and positively to them. Children generally feel able to approach staff for a cuddle or words of support if they need reassurance or help. However, although leaders have accurately identified that some children have not been able to settle into nursery, they have not yet made changes to their settling-in processes and key-person system to accommodate this. This means that some children are struggling to develop secure attachments with a key person within the staff team.

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

- Staff have a good understanding of children's individual learning needs. Activities are planned with a purpose to help children to acquire knowledge and skills. In particular, children receive extensive support for their communication and language development. Staff consistently extend children's language and pick up on their attempts to speak. This means that children get to hear enough language to help them further develop their vocabulary and sentence structure. Staff also introduce more complex language, which offers challenge to the most-able children.
- The support for children with special educational needs and/or disabilities is strong. Staff think carefully about what children need to learn and adapt the curriculum accordingly. Staff use visual cards to communicate with children and also prioritise one-to-one and small-group support to provide children with focused time and help build their social skills. Staff work closely with the special

educational needs coordinator, parents and carers, and professionals. As a result, children are given the right support they need to help them to succeed.

- Leaders think carefully about how to support the well-being of staff and are aware of the main pressures. Staff work well as a team and speak respectfully to each other. This teaches children how to interact well with their peers. Staff receive regular supervision meetings and appraisals. They say that this provides them with ongoing support, which helps to maintain their well-being and raises morale throughout the team.
- Staff are enthusiastic in encouraging children to be active, which supports their good health. Children can choose to play between the indoor and outdoor environment freely. During outdoor play, children describe and recall events and characters in a popular story about a bear. They delight as they find the bear hiding in the tree. They enjoy making marks and use skills, including cutting and sticking, to construct their own creations and develop their imagination.
- Pre-school children tidy up after themselves when they have finished an activity without being prompted. They are keen to help set up for mealtimes and confidently tell staff how many more cups and plates are needed for the table. Children learn to problem-solve and follow and give instructions, and they enjoy helping each other.
- Leaders have not yet implemented effective systems to ensure that children's dietary needs are communicated at all times. Following recent staff changes, at times, staff do not use their knowledge of individual children and their assessment information well enough. The information used is not always clear enough for staff to immediately know what dietary needs each child has.
- Leaders monitor staff's teaching practice adequately. They recognise areas where staff can improve and provide suitable opportunities for them to develop their practice, for example, through specialist training. Staff have recently completed behaviour management training to help them in teaching children about how their behaviour impacts on others.
- Parents are mostly complimentary about the care and education their children receive. They are looking forward to spending more time in the setting. They welcome plans to improve the staff's sharing of information about children's settling in, developmental progress and activities with them so they can further support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities. Managers ensure that staff complete regular safeguarding training, so their knowledge remains current. Staff confidently describe the signs that indicate that a child may be at risk of possible harm. Staff understand the procedures to follow if they are concerned about the practice of another member of staff. They know how to report these concerns within the nursery and to relevant safeguarding agencies. The setting is safe and secure. Staff supervise children well to help keep them safe while they play.

## What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	<b>Due date</b>
ensure that effective and clear systems are in place to meet children's dietary needs	10/05/2022
establish effective key-person arrangements so that children's individual needs are met and children develop a strong relationship with a consistent, familiar person.	10/05/2022

## Setting details

<b>Unique reference number</b>	131721
<b>Local authority</b>	Islington
<b>Inspection number</b>	10216727
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	116
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	The London Borough of Islington
<b>Registered person unique reference number</b>	RP905313
<b>Telephone number</b>	020 7527 4813
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

New River Green Children's Centre nursery registered in 2001. It is situated in the London Borough of Islington. The nursery is open each weekday from 8am to 6pm all year. The nursery receives funding to provide free early education for children aged two, three and four years. All staff hold relevant childcare qualifications at levels 2 or 3, including staff who hold qualified teacher status.

## Information about this inspection

### Inspector

Catherine Greene

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector and manager completed two joint observations during outdoor play and lunchtime across both group rooms.
- The inspector engaged with children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the suitability of those working with children.
- The inspector spoke to parents during the inspection and took account of their views.
- Discussions and meetings were held with the manager, senior leadership team and staff during the inspection.

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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