

# Inspection of The Broadwaters Children's Centre

Adams Road, LONDON N17 6HE

---

Inspection date: 15 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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 thrive in this nurturing and enriching nursery. They make exceptional progress from their starting points and staff celebrate children's uniqueness. Highly qualified staff create an inspirational curriculum for children based around their interests, needs and personalities. They prioritise communication, language, and social skills through a wealth of activities. For example, young children and babies enjoy singing songs with staff members, choosing pictorial cards from a box that represent their favourite songs. They learn signs that relate to the songs they sing. Young children confidently hum the songs they know throughout the day during play.

Children's behaviour is meticulous. They always demonstrate kindness towards others, such as helping their peers find the missing toys. Staff teach children to respect one another. They develop excellent opportunities for children to talk about their feelings and emotions and build their emotional resilience. Children learn ways to deal with their feelings. They demonstrate a highly positive attitude to learning, consistently persevering at tasks until achieved. For example, toddlers work out how to climb onto a balancing beam and walk across it without falling off. They then celebrate with staff as they chant, 'I did it, I did it!'.

Staff embed children's learning through activities that capture their curiosity and interest. For instance, children make dough faces using coloured matchsticks, coloured wool, pipe cleaners and googly eyes. They creatively stick coloured wool, to represent their own hair. Staff use this opportunity to weave a love for early reading, as they look through a book on emotions and facial expressions, and talk about facial features and various emotions children may experience.

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

- A rich, bespoke and well-sequenced curriculum continuously builds on children's prior experiences. Children's knowledge of the world is expanded through teaching about different environments, climates and conservation. Managers ensure that plans precisely reflect individual interests and teach them the knowledge and skills they need to learn next. Staff encourage children to use their ever-growing knowledge in different situations. For example, babies and young children show fascination when playing with water. Babies are introduced to simple counting as they play and are beginning to use some mathematical language, for example using the word 'more' when the container of water is empty.
- The passionate and dedicated co-managers provide a thorough programme of professional development. They analyse staff's understanding, alongside children's outcomes, to plan relevant training for all. For example, many staff

have completed training on teaching Makaton sign language. Babies and young children sign as they begin to speak. This significantly enhances their communication skills. They are able to let staff know what they want, and learn vocabulary rapidly. Staff, enthused by training, talk passionately about teaching and learning.

- Staff have built excellent relationships with the local community. The nursery staff have worked exceptionally hard to provide support for all families. Parents and professionals describe the immensely positive impact that attending nursery has on children. Staff work with a host of professionals to create highly effective partnerships and strong community spirit. Staff plan targeted interventions and detail the help that children with complex needs will need at school. Children with special educational needs and/or disabilities make excellent progress.
- Parents treasure the guidance they receive. They say the nursery's efforts to communicate and involve parents in every step of their child's learning are commendable. Staff talk to parents about children's health and well-being. They discuss the progress children are making. This helps to precisely target teaching and prepare children for their next stage of learning.
- All children build very secure attachments with staff. The key persons carry out home visits to support children settling and to swiftly identify any learning needs. Young babies settle in extremely well. Staff are nurturing, kind and sensitive. When babies become restless, staff gently introduce them back into their play. Older children really enjoy the company of staff, and laugh and have fun with them. Children are kind, caring and self-sufficient. They help each other and share exceptionally well.
- Staff support children to develop a strong understanding of healthy lifestyles effectively. This includes discussions and activities focused on oral hygiene. Children eat nutritious, balanced meals and can identify types of healthy foods. For instance, during role play, children pretend to make meals for staff and name vegetables that are healthy for their teeth and body.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders monitor local and national safeguarding training. They use this knowledge to deliver training to staff. The understanding staff gain is regularly checked through quizzes, which managers analyse to identify any gaps in knowledge. This successfully embeds a culture of safeguarding at the setting. Staff have an excellent knowledge of safeguarding, including how to report concerns. Children's safety and well-being are engrained in the ethos of the setting. The managers implement robust recruitment and selection procedures to check that staff are suitable to work with children. This helps to keep children safe from harm.

## Setting details

<b>Unique reference number</b>	EY306142
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10137955
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	67
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Willow Primary School and Broadwaters Children's Centre
<b>Registered person unique reference number</b>	RP900889
<b>Telephone number</b>	020 8885 8801
<b>Date of previous inspection</b>	18 May 2016

## Information about this early years setting

The Broadwaters Children's Centre registered in 2008. The nursery is located in Tottenham, in the London Borough of Haringey. The nursery is open each weekday, from 8am to 6pm, for 48 weeks of the year. The nursery receives funding to provide free early education for children aged two and three years. The provider employs 12 members of staff, 11 of whom hold relevant childcare qualifications at level 2 and above.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and provider and has taken that into account in their evaluation of the setting.
- The co-managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff and children throughout the day about what they like to do at nursery.
- The inspector held a leadership discussion with the two co-managers about how they manage 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022