

# Inspection of City and Islington College Lifelong Learning Nursery

28-42 Blackstock Road, London N4 2DG

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Inspection date: 3 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at the nursery. They take part in activities, such as self-registration when they arrive and they identify their 'ID card' with their parents. This helps them to feel a sense of belonging. Children separate from their parents with ease and are eager to enter the room to see what activities are on offer. Children are warmly welcomed by friendly staff, who help them to settle with their chosen activity. They build strong bonds with adults and feel safe and secure. Children behave well and have positive attitudes to learning. They follow 'golden rules', which helps them to be kind and respect each other. Staff act as positive role models. They provide lots of praise and encouragement, which helps to raise children's self-esteem and confidence.

The leader and staff place a clear overall focus on improving children's communication skills. They share a range of songs and rhymes throughout the day as they recognise children learn new words rapidly through these. For instance, children are welcomed with a 'train song' at circle time, and staff sing for children during nappy changing time. They add actions and sing faster to make singing time more fun for children. Staff use strategies consistently and effectively. As a result, children including those who speak English as an additional language, make good progress.

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

- Children with special educational needs and/or disabilities (SEND) are effectively supported. Staff work collaboratively with outside professionals, other settings and parents. Meetings take place to discuss appropriate strategies and specific targets for individual children. This helps them to utilise their expertise, to help children to reach their full potential. Staff make adaptations to their practice to ensure that children with SEND have equal opportunities to participate in all activities.
- Staff accurately assess what children know and can do. They plan exciting learning experiences based on children's interest and needs, so that children develop a sense of awe and wonder. For example, when children had a huge interest in butterflies, staff brought a caterpillar into the nursery for children to observe how changes happen. Children thoroughly enjoyed this invaluable experience, which sparked them to love reading 'The Very Hungry Caterpillar' book even more.
- The passionate manager works closely with the staff team. She is reflective about the strengths and areas for development within the setting and shares her ambitious plans for improvement in group supervision sessions. Staff regularly and individually meet with the manager to discuss children's progress, staff development and well-being. Staff say that they feel well supported.

- Overall, children's independence and self-care skills are well supported. For example, children wash their hands before mealtimes and learn how to tidy up. However, they are not always given the opportunities to practise these skills throughout the day. Staff often carry out tasks for children, which they would benefit from attempting themselves, such as getting their coat and pouring their drinks.
- Partnership with parents is good. Parents speak highly of the staff team. They say their children are happy to come to the nursery and see the progress in their learning. Staff regularly update 'my special book' for each child. This contains a variety of photos and comments of children's experiences for parents to see. They provide parents with information and resources to support child's learning at home and parents appreciate this. For instance, staff provided tomato planting sets for children to take home. They enjoyed observing how a tomato grows with their parents.
- Staff's interactions are warm and responsive. They help children to develop their communication and language skills. For example, during cornflour play, younger children enjoy learning key words and name of colours while older children listen to staff instructions attentively and comment on what is happening. Staff skilfully model language, explaining what they are doing and ask children relevant questions. However, at times, children are not given enough time to respond to the questions that staff ask. Children are not always able to process what is being asked of them, think and process information, and share their thoughts and ideas.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know how to keep children safe. They are aware of the signs and symptoms of when a child may be at risk of harm. They understand the reporting procedures they must follow if they have concerns about a child or adult. The manager follows suitable recruitment and vetting processes to ensure the suitability of staff working with children. This is regularly reviewed and checked to ensure staff remain suitable for their roles. Staff carry out regular risk assessments to ensure that hazards are minimised, and the environment is safe and secure for children.

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

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

- help staff develop children's communication and language skills further by allowing them more time to process language and respond to questions
- increase opportunities for children to develop their independence during daily tasks and self-care routines.

## Setting details

<b>Unique reference number</b>	EY277242
<b>Local authority</b>	Islington
<b>Inspection number</b>	10234771
<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>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	City and Islington College
<b>Registered person unique reference number</b>	RP905958
<b>Telephone number</b>	0207 704 7292
<b>Date of previous inspection</b>	13 March 2017

## Information about this early years setting

City and Islington College Lifelong Learning Nursery registered in April 2004. It is situated in the London Borough of Islington. It operates Monday to Friday, from 8.30am to 5.20pm, during term time only. The nursery employs five members of staff. Of these, one holds appropriate qualifications at level 6, one is qualified to level 5 and three are qualified to level 3.

## Information about this inspection

### Inspector

Yuko Utsumi

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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