

Inspection of Noel Park Day Care Centre

Maurice Avenue, Noel Park, London N22 6PU

Inspection date: 29 March 2023

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

The provision is good

Children are warmly welcomed on arrival as they self-register in the reception area. They demonstrate a good sense of belonging as they confidently walk to their group room. Children show they feel safe and secure as they explore with excitement and curiosity the wide range of carefully planned activities.

Staff create a calm and supportive environment for children to learn. They are attentive to children as they listen and value what children have to say. This includes when a child draws a planet and points to some pictures of planets on display, recalling the names and colours. Staff take the opportunity to extend the discussion with a group of children as they consult them on how they can make a planet. Children give their views as they proceed to set up the activity together by blowing up a balloon and preparing paste for paper mache. This helps develop children's self-esteem as they work collaboratively together.

Children behave exceptionally well. During group work, children learn the importance of forming friendships and respecting others, by sharing and turn-taking. When using a spray bottle to water cress seeds, a child passes the bottle to a friend who was waiting, saying 'you have a turn now, let me show you how to press'.

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

- Staff know the children well. They work closely with parents to make sure the children make good progress from their starting points. They make effective use of observation and assessment to identify and reduce any gaps in learning for children.
- All the children know routines well. They are encouraged to wash hands and put on their coats. Children use large spoons to serve themselves lunch, scrape their plates and stack them. This gives children opportunities to develop their independence skills and prepares them for when they start school.
- Children learn to practise their skills. Outside, they stir sand and water in the kitchen, using grass as herbs. Inside, they mix flour and glue for an activity. Staff demonstrate they have a good understanding of the curriculum and how children learn.
- Staff provide a language-rich environment, and they skilfully comment, ask questions and maintain an ongoing dialogue with children. They read to the children, both indoors and outdoors, and children's love of books is further developed by regular visits to the library. This develops their early reading skills.
- Toddlers enjoy singing and expressing their excitement as they join in the actions. They anticipate and giggle loudly repeating words, such as babble, babble. Staff provide opportunities for toddlers to play alongside the older

children. During this period, most children engage well together. However, a few toddlers walk around the edge of the large group room, not accessing any activities.

- Staff actively support children to develop healthy lifestyles. Children show enjoyment of the outdoor area. Their physical skills are enhanced as they balance on different sized tree trunks and play racing games. They use a range of large tools for painting and say, 'look I am squishing and dabbing the paint'. A recent visit from the dental team supports children to learn about the importance of eating healthy food and good oral health hygiene.
- Staff promote mathematical language and number sequences throughout the activities. Children explore number and shape recognition, for instance, children count the small eggs as they stick them into a large oval shape. They place different shapes onto counting rods and sing number songs in sequence.
- Parents speak very highly of their positive relationships with staff and management team. They say that they are kept closely informed of their children's progress through daily interactions and parent's evenings. Parents comment that 'staff genuinely care'. They appreciate the support from staff on ideas to support children's learning at home.
- The management team is committed to continuous improvement. They evaluate the curriculum by monitoring the level of progress children make from their starting points. A sharp focus is placed on staff development. Regular supervision and observations of practice, support staff to reflect and improve their knowledge and skills. A training plan is in place for whole team training.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a robust understanding of safeguarding. Staff are clear on how to report concerns and record information. Staff also demonstrate an awareness of issues, such as radicalisation and county lines. The management team know how to respond to allegations made against a member of staff and they remind staff of the whistle-blowing policy. To ensure that staff keep their safeguarding knowledge up to date, safeguarding practice is discussed during regular staff meetings. Staff's suitability to work with children is reviewed and safer recruitment guidelines are followed. The premises are regularly checked to ensure children's safety.

What does the setting need to do to improve?

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

- help staff to review and improve the organisation of free-flow for toddlers, to ensure that they consistently support all children's learning and enjoyment.

Setting details

Unique reference number	EY303155
Local authority	Haringey
Inspection number	10280060
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	51
Name of registered person	New Age Childcare Services Limited
Registered person unique reference number	RP910223
Telephone number	020 8881 8585
Date of previous inspection	29 September 2017

Information about this early years setting

Noel Park Day Care Centre registered in 2005. It is situated in the London Borough of Haringey. The centre is open each weekday, from 8am to 6pm, for 48 weeks a year. The provider employs 17 members of staff, of whom, fourteen hold a relevant early years qualification between levels 1 and 7. The nursery provides funded early education for three-and four-year-old children.

Information about this inspection

Inspector
Jaswinder Rakhra

Inspection activities

- This is 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 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 spoke to the manager, the staff and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a joint observation of an activity and evaluated this together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with the children.

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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