

Inspection of Archway Day Nursery

7 Elthorne Road, London N19 4AB

Inspection date: 28 April 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Leaders and staff have created a harmonious and welcoming environment. Children show good levels of emotional well-being and show that they feel happy and secure. They are well settled and develop positive bonds with the caring staff, who know them well. Children demonstrate confidence to try new activities and have a positive attitude towards their learning. For example, young toddlers enjoy painting a giraffe made from a cardboard box. Staff skilfully extend children's learning by repeating key words and introducing information about giraffes' eating habits. Children behave very well. The interactions between staff and children are warm and positive. Children share resources and space safely and successfully. Staff are good role models and remind children of the rules and expectations of the setting. This impacts positively on children's behaviour.

Staff and leaders want children to achieve all that they can. They design the curriculum based on children's interests and what they need to learn next. For example, children show an interest in plants and the growing process and learn to use magnifying glass to explore nature during daily trips. Staff use information gathered through their observation of children to help extend their learning. All children, including children who speak English as an additional language, become confident talkers and, overall, make good progress in their learning.

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

- Children are enthusiastic learners. They eagerly explore a wide range of high-quality and easily accessible resources. This helps to support children to develop attitudes they need to become independent learners.
- Leaders are dedicated to providing good quality care and education to children. They continuously reflect on the setting's strengths and areas for further development. Staff access a wide range of training to further develop their knowledge and skills. Leaders provide staff with coaching and mentoring to help to achieve even greater outcomes for children.
- Staff support children's language and communication skills well. They give clear instructions, ask questions, and allow children plenty of time to speak and talk about their thoughts and ideas. Furthermore, staff foster children's interest in books. For example, they use a range of props to help to bring stories to life.
- Staff encourage children to develop a love of singing. Staff engage babies and toddlers in experiences that help them to develop awareness of rhythm and rhyme. Children learn a range of nursery rhymes and often happily join in with singing well-known or made-up songs.
- Leaders and staff are ambitious for all children. Overall, they implement the broad curriculum effectively. However, on occasion, staff do not always ensure that they plan group activities to the right level to support children's learning

and development. Consequently, at times, some children do not receive enough encouragement to extend their learning even further.

- Children learn to manage their own self-care. Older children dress themselves, while staff support the younger children. Children learn the importance of cleanliness and hygiene, as they wash their hands, especially before meals.
- Children's good health is a priority. They are provided with healthy and balanced meals. Staff use the nearby outdoor area well to support children's physical development. They run, jump and practise throwing and catching skills. They learn to use different tools and materials. Staff provide children with many opportunities for them to strengthen their small muscles. For example, they explore with soil, play dough, paint and make drawings with chalk.
- Children are always well supervised. Staff remind children of the road safety rules. Children follow the rules well and wait patiently for the approaching vehicles to drive by. This helps children to learn how to keep themselves safe.
- Parents praise the welcoming and caring staff, who help children to settle well and quickly. They report that they receive daily feedback about their children's day. However, not all parents know what staff are currently focusing on with their child's development so that they can continue to support their children learning at home.
- Diversity is openly celebrated as children learn that all people are different. The resources available to children represent the diversity of the setting and wider community. Children discuss and begin to develop an understanding of their own uniqueness. They learn about respect and acceptance of others. As a result, the nursery has created a culture that encourages children to celebrate diversity and appreciate and value one another.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their roles and responsibilities in keeping children safe from harm. They can recognise and identify the signs and indicators of abuse. All staff are aware of the correct procedure to follow should there be concerns about children in their care. The provider follows effective recruitment and vetting procedures to make sure that all staff are suitable. Multiple staff hold a valid first-aid qualification and know how to respond if a medical emergency were to arise. Staff carry out effective risk assessments of the premises and for outings. This helps them to keep children safe.

What does the setting need to do to improve?

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

- review the planning and organisation of group activities to ensure that the learning of all children taking part is maximised

- build on the good partnership with parents further, to ensure that all parents are informed about their children's current learning needs so that they fully support children's learning at home.

Setting details

Unique reference number	2515671
Local authority	Islington
Inspection number	10251858
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 3
Total number of places	80
Number of children on roll	60
Name of registered person	Bright Child (Hornsey) Ltd
Registered person unique reference number	RP533033
Telephone number	020 7305 5925
Date of previous inspection	21 July 2022

Information about this early years setting

Archway Day nursery registered in 2019. The nursery is open Monday to Friday, 8am to 6pm, all year round. The nursery employs 19 teaching members of staff. Of these, seven hold qualified teacher status, six hold an early years qualification at level 3 and one holds a level 2 qualification.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any ongoing impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk of all areas of the setting and discussed how the early years curriculum is implemented.
- The staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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