

Inspection of Rowland Hill Nursery Under 2's

Rowland Hill Nursery School, Rowland Hill Centre for Childhood, 315 White Hart Lane, London N17 7LT

Inspection date: 25 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Young children thrive at this warm and inviting nursery. Children are greeted by staff that are highly responsive to their individual needs. This helps young children and babies build secure attachments and feel safe and ready to engage in learning. The outdoor environment is exceptionally well thought out to encourage children to be curious with nature, investigate what is around them and to take risks. This helps children to build confidence and resilience. Children build their language skills with staff who are highly engaged in their teaching, narrating as children play to introduce new words. For example, during a storytelling activity in the cosy outdoor area, young children listen to the book 'Hooray for fish'. They listen as emotions such as 'happy' and 'grumpy' are explained, and children repeat the words and copy the actions. They hear comparisons of size such as 'big and small', which support their early understanding of mathematical concepts.

Throughout the day, staff ensure the environment is planned so that children spontaneously learn in the moment. Young children and babies consistently demonstrate joy in what they are learning and engage with enthusiasm. In addition, planned activities provide structured learning so young children learn routines and begin to understand boundaries. Young children build on their social interactions and develop their confidence. For example, when a young child begins to engage staff in a game of 'peekaboo', staff respond enthusiastically, joining in as babies whoop in delight. As other children join in, children begin to learn the cue to take turns hiding their heads behind the water tray.

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

- Staff provide children with a rich variety of learning experiences that focus on all areas of learning, with a particular focus on the prime areas to lay the foundations for learning. The curriculum is ambitious for every child, including children with special educational needs and/or disabilities. They plan an environment and activities that capture young children's and babies' curiosity. For example, babies crawl and walk on musical mats as they begin to understand the effect of their actions.
- Staff are passionate about developing children with strong communication and language skills. Storytelling is both spontaneous and within planned routines throughout the day. Children have high levels of engagement, responding to words they hear and pointing at the pictures they see. Nursery rhymes provide the foundation for young children to build on their vocabulary and learn the meaning of words through actions, which they respond to excitedly.
- Young children develop physically with activities designed to support their fine and gross motor skills. For example, during water play, they begin to learn the skill of pouring and filling pots through repetition. Babies build up their skills

from crawling to walking by using furniture and equipment to pull themselves up with the encouragement of staff.

- Leaders and staff engage with families through events and opportunities, so children embrace their identities and begin to understand the world around them. For example, children and families recently held an 'International Day', where parents shared home-cooked dishes with one another and dressed in cultural dress, giving children a sense of community and belonging. Parents read to children within the nursery and played musical instruments from home. There is a strong sense of community spirit within this nursery, where the diversity of the community is celebrated.
- Staff treat children with kindness and respect. This leads to exemplary behaviour from young children. When babies become upset, they are given a cuddle of reassurance.
- Children are provided with freshly prepared and well-balanced meals, which are cooked on site. Children are beginning to learn how to stay healthy. For example, during mealtimes, staff talk to children about why fruit and vegetables are good for our bodies.
- Parents speak very highly of this nursery and appreciate the robust settling-in process that offers them reassurance. Ongoing communication reassures parents of how their child is being supported. Next steps of learning are planned in partnership with parents, which can be supported at home.
- The headteacher is passionate about providing high-quality care and education. Staff are given significant opportunities to develop their knowledge in providing the best possible care for children. They receive a broad range of training opportunities to ensure the quality of their teaching remains consistently high and ambitious for every child.
- The headteacher values her staff and their well-being is important to her. Staff have the support of a well-being lead as the headteacher believes that 'happy staff' means 'happy children'. Staff value this support and are passionate and enthusiastic in being part of a highly effective team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to keep children safe and understand the signs and symptoms of abuse. When necessary, staff know their professional responsibilities if they must make a referral. If staff have concerns about a member of staff's behaviour or conduct towards a child, they know who they need to report the concern to. This keeps children safe from harm. Staff have a clear understanding of female genital mutilation and extremist views and work in partnership with the local community professionals to understand local issues. The headteacher follows safe recruitment procedures when employing new staff and completes regular checks to ensure staff's ongoing suitability to work with children. The premises are safe and secure, with gates and doors locked while children are on site.

Setting details

Unique reference number	2627076
Local authority	Haringey
Inspection number	10280964
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	1 to 1
Total number of places	130
Number of children on roll	10
Name of registered person	Rowland Hill Nursery School
Registered person unique reference number	2627075
Telephone number	02088086089
Date of previous inspection	Not applicable

Information about this early years setting

The setting registered in February 2021 and cares for children from birth to two years of age. The setting cares for children Monday to Friday for most of the year.

Information about this inspection

Inspector

Jacqueline Halpin

Inspection activities

- This was the first routine inspection the provider received since 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 and the inspector completed a learning walk together to discuss the curriculum.
- The inspector observed interactions between staff and children.
- The inspector spoke with parents and staff and took their views into account.
- The manager and inspector carried out a joint observation.
- The inspector spoke with the chair of governors and the school's special educational needs coordinator.
- The inspector looked at documentation which included public liability insurance, staff recruitment and suitability checks and paediatric first-aid certificates.

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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