

# Inspection of Greygates Day Nursery

182 Muswell Hill Road, Muswell Hill, London N10 3NG

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Inspection date: 27 June 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm welcome at this nurturing setting. They greet the staff with excitement and quickly settle down to play. Children of all ages show that they feel happy and secure throughout the day. They are motivated to play and learn. For example, children show a keen interest in literacy and build strong foundations for reading and writing. Babies and toddlers learn to handle books carefully and thoroughly enjoy being read to. Older children confidently retell favourite stories and are proud to demonstrate their drawing and writing skills.

Children benefit from a broad range of experiences to enhance their knowledge of the world. For instance, they enjoy weekly 'outdoor adventures' to learn about the natural environment and their local area. Children enjoy sharing their experiences from home and happily celebrate the important events in their community and the wider world. Consequently, they show interest and respect for their differences and are keen to explore other languages and cultures.

Staff have high expectations for all children. They encourage children's learning and praise positive and kind behaviour. Therefore, children are aware of the boundaries and behave well. Children relish their growing independence and begin to manage their own hygiene and personal care. For instance, pre-school children confidently serve their own food and drinks at mealtimes.

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

- The experienced manager and supportive leadership team are passionate about their roles. They work hard to develop strong partnerships with parents. For example, they invite parents to attend events in the setting and to accompany children on outings. Leaders provide informative workshops on issues such as childhood illnesses and school readiness. This successfully promotes a shared approach to children's care and learning.
- Parents have nothing but praise for the setting and cannot think of anything to change or improve. They are reassured that the staff know their children extremely well, therefore they are confident to leave them, without concern for their safety or happiness. Parents appreciate the regular updates on children's progress and support with issues such as children's behaviour and oral hygiene. They say that their children are happy and thriving.
- Staff are enthusiastic and display some good teaching skills. For example, they demonstrate and describe how to use simple tools and sensitively encourage children to have a go. Therefore, children consistently build on what they know and can do. However, staff sometimes miss opportunities to incorporate mathematical language and concepts into children's play to further extend this area of their learning.

- In general, children behave well and play together happily. Staff support them to solve occasional disagreements, with reminders about what they should do. This helps children to understand expectations, such as taking turns and using 'gentle hands'. However, staff could do more to teach children about their emotions and the feelings of others to help them moderate their actions independently.
- Children learn the importance of healthy lifestyles and develop positive habits to support them in later life. They discover that there are lots of fun ways to keep fit, as they play outdoors and enjoy activities such as yoga and sports sessions. Children enjoy healthy meals each day and help staff to grow vegetables in their garden. They are confident to sample new foods and chat happily about their favourite fruit and vegetables.
- Staff observe children's play to identify their interests and learning styles. They use what they know effectively to plan the varied learning experiences. Therefore, children are highly motivated to learn. Staff quickly identify where children need additional help with learning and provide timely support. This includes working with parents and other professionals, where needed. Consequently, all children, including children who have special educational needs and/or disabilities (SEND), make good progress from their starting points.
- The support for children's language and communication is a strength of the setting. Staff talk, read and sing with children throughout the day to help them develop their speaking and listening skills. They incorporate a range of additional strategies, such as using picture cards, to help children understand the routines and make choices. As a result, all children, including children with SEND and those who speak English as an additional language, become confident and effective communicators.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out robust checks on staff and provide ongoing training and support, to help ensure that they are suitable. Staff understand how to keep children safe in their daily practice. For example, they check the premises and resources to help minimise any hazards. Leaders and staff know about different types of child abuse and recognise the signs of harm. They know the procedures to follow, should they have any concerns about the welfare of a child or the conduct of a staff member. This includes the procedures to involve other safeguarding agencies to help protect 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 to build on children's knowledge of mathematics more consistently during play

- develop further the support for children's emotional literacy to help them understand feelings and moderate their actions.

## Setting details

<b>Unique reference number</b>	140418
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10295275
<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>	0 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Greygates Day Nursery
<b>Registered person unique reference number</b>	RP908672
<b>Telephone number</b>	0208 815 0764
<b>Date of previous inspection</b>	6 December 2017

## Information about this early years setting

Greygates Day Nursery registered in 1955. The nursery is open each weekday, from 8am until 6pm, throughout most of the year. The provider employs 16 members of staff to work with the children. Of these, 12 staff hold early years qualifications between levels 2 and 6. The nursery offers funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises and discussed the curriculum and how the provision is organised.
- The owner and managers met with the inspector to discuss leadership issues, such as staff recruitment. They ensured that relevant documents were available for the inspector to view.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection to assess their views and experiences of 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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