

Inspection of New River Nursery

White Hart Lane Learning Centre, White Hart Lane, LONDON N22 5QR

Inspection date: 12 September 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 separate happily from parents and settle with ease. They are excited to dive into the different learning activities on offer. Children are safe and joyful in the welcoming environment. Knowledgeable staff encourage children to participate in working with their peers, taking turns and sharing the resources. Staff use appropriate resources, such as books to support children to learn about emotions. Children enjoy yoga sessions, where they practise mindfulness and learn strategies to self-regulate more effectively.

Children are encouraged by staff to use actions when singing nursery rhymes to help them remember the words. Children are excited to join in with the actions and key words from the nursery rhyme they are singing. Children with special educational needs/and or disabilities (SEND) are supported by their key person to join in. Younger children eagerly wave the colourful ribbons around and sing 'Head, Shoulders, Knees and Toes' confidently.

Children explore the mud kitchen and use scoops to pour sand carefully into moulds of different shapes and sizes. They gently tap the sand out of the mould and maintain attention, creating a sandcastle. Members of staff remind children of the rules and routines. This promotes a positive attitude to learning where children behave well.

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

- Staff plan and offer a wide range of activities for children to practise working on improving their physical development skills. Children benefit from partaking in obstacle courses, negotiating space safely, balancing activities and riding bikes with stabilisers. Children thoroughly enjoy using different-sized paintbrushes to develop their fine motor skills. Staff encourage children to engage in finger gym to develop their hand-eye coordination skills. Overall, children make good progress in their physical development.
- The manager supports staff to implement a curriculum that is well balanced and sequenced. Staff know children well and plan activities to support children to make good progress. The knowledgeable staff know their key children well and ensure to plan for the needs of their individual key children. Staff build on what children know and can do to support children's learning to be embedded.
- The manager and special educational needs coordinators (SENCOs) work closely with external partners to effectively support staff to provide an individualised curriculum for children with SEND. They also work closely with parents of children with SEND to ensure that children achieve positive outcomes.
- The provider uses additional funding to ensure children have access to resources that enhance their learning experiences. Children benefit from receiving music

lessons from a specialist music teacher who supports children to learn to engage in different dance and musical activities.

- Staff are happy with the opportunities they have in attending additional training to develop their practice, knowledge and skills. For example, attending a course about key children has developed their knowledge about how to effectively assess and plan activities to promote good progress. Staff are welcoming of the support they receive from their line managers. They speak positively about the extensive coaching and mentoring they receive from their line manager. Staff also access lots of training provided through the local authority. This is in addition to the training they receive from the manager and SENCos at the nursery.
- Staff have developed good partnerships with parents. Parents, including those whose children speak English as an additional language and those of children with SEND, are extremely happy with the support their children receive. They give examples of how staff have supported children to make good progress with their communication and language development.
- Developing children's understanding of healthy eating and healthy living is a key focus of the curriculum. Staff plan activities and group sessions to support children to develop a good understanding of healthy eating habits. They teach children about the importance of brushing their teeth daily to maintain healthy dental hygiene. During snack and lunchtime, staff hold discussions with children about the different food types that are healthy and unhealthy.
- Children are generally well behaved. They take turns and share resources with support. Staff are beginning to teach new children the routines and expectations. Overall, staff model good behaviour and remind children of the expected behaviour. However, on occasion, not all staff members carry this through.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate suitable knowledge of safeguarding and are aware of the processes to follow. They understand the importance of reporting any concerns they may have to the safeguarding leaders. They also feel confident to approach the chair of the governing body or the local authority safeguarding team if they feel their concerns have not been addressed adequately by the safeguarding leaders. Staff feel confident to deal with different abuse. They appreciate having refresher training and being quizzed by managers on safeguarding, as it helps keep their knowledge on safeguarding up to date. The manager ensures all staff carry out daily risk assessments of the different learning environments and resources the children access to ensure they are safe and suitable for children to use.

What does the setting need to do to improve?

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

- support staff understanding of management of good behaviour.

Setting details

Unique reference number	EY493405
Local authority	Haringey
Inspection number	10304853
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	62
Number of children on roll	16
Name of registered person	Wood Green Pre School Playgroup Committee
Registered person unique reference number	RP904598
Telephone number	0208 888 4590
Date of previous inspection	2 February 2018

Information about this early years setting

New River Nursery registered in 2015. It operates from ground-floor rooms within White Hart Lane Learning Centre in Wood Green in the London Borough of Haringey. It is one of two settings run by Wood Green Pre School Playgroup Committee. The nursery is open weekdays from 9am to 3pm, term time only. The nursery receives funding for free early education for children aged two, three and four years. There are 11 staff, all of whom hold relevant childcare qualifications ranging from level 2 to level 3.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector and manager carried out a learning walk of the whole provision and the activities set up.
- An observation of lunchtime routine was carried out by the inspector.
- The outdoor provisions were observed by the inspector with the manager.
- The inspector observed the different areas of the provision independently.
- The inspector held a leadership and management meeting with the manager.
- The inspector held discussions with parents, children and staff to seek their views.

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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