

Inspection of Hornsey Day Nursery

504A Hornsey Road, LONDON N19 3QW

Inspection date: 27 September 2023

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children happily leave their parents at the beginning of the session. If they are a little upset, staff are on hand to support and comfort children. Staff build warm relationships with children while the deputy manager also develops excellent relationships with families. Children quickly settle into this nurturing environment. Some enjoying a cuddle while others are engrossed in a story with staff. The environment is calm. Staff have clear expectations for children and a consistent approach.

Children engage in the well-resourced learning environment. They are free to explore the many activities that staff provide. Staff teach children to tidy up while singing a tidy-up song. As there is no outdoor area on site, staff take children out in groups to the local park. Some children walk and some are pushed in a buggy. On their way, children are encouraged to notice things of interest, such as cats, bicycles and cars. This helps children develop a broad vocabulary and become effective communicators. Children point and show delight in what they can see or hear. Once staff have completed a thorough check of the park, children are free to play with the well-chosen resources that staff have brought to the park. Children enjoy blowing bubbles, watering the plants, playing a parachute game or having a swing. As a result, children develop their physical skills and confidence in their movements.

Staff support children to become independent. For example, they encourage children to feed themselves at lunchtime, spoon their fruit into their bowl at snack time and wash their hands. Toddlers are begin to share and cooperate with each other, and staff teach them to do things for themselves. For example, during a group session, children learn to wait their turn.

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

- Leaders provide children with an ambitious curriculum that builds on their interests. There are effective systems in place for planning and monitoring children's progress. Staff provide parents with a termly report to highlight their children's progress. The deputy manager is knowledgeable and passionate about children's learning. She knows all children well and can talk about their learning, interests and behaviours and what they need to learn next.
- Staff plan for a wide variety of experiences that support children's knowledge and understanding of cultural events and celebrations. For example, children recently learned about Rosh Hashanah. Staff sing at transition points during the day, such as when children get ready for lunch and tidy up. They sing songs from their own culture and from others, such as they learn a song in Ukrainian. This helps all children to develop a sense of belonging.

- Children make good progress in their physical skills. Staff are good role models, and they use a range of activities to introduce children to new skills, particularly while playing outdoors. Staff support younger children to take steps independently while toddlers are encouraged run and walk along different levels. Children are also supported to cut with scissors and paint with dabbers.
- The curriculum is broad and balanced. Children learn new skills and take part in a range of experiences. They explore and play with fresh herbs in the role-play area. Staff encourage children to smell them, cut them up and mix them together. Younger children delight in waving scarves around and laughing at the movement. This supports their sensory development.
- Staff provide a language-rich environment. There are many opportunities for children to hear, develop and use language, such as through story times and group sessions. Staff sing and talk to children during activities and play, and they focus on developing children's vocabulary. However, at times, staff do not always give children enough time to process language and respond to what is being asked of them.
- Parents speak positively about the setting. They comment on how supportive and welcoming staff are. Parents appreciate the daily feedback and the personal attention their children receive. Parent comment that the nursery is a 'wonderful place' and that their child's language skills have really developed since they have started. The deputy manager feeds back to parents at the end of the day, keeping them updated with their child's progress. Parents said they enjoy taking part in the regular family story sessions.
- Teamwork at the nursery is strong. Staff are organised and respectful of each other. They share responsibilities across the day and communicate effectively. This ensures that children's needs are met in a timely manner. Staff praise children and, in turn, children behave well. Children's and staff's well-being at the nursery are important to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems in place to safeguard children and have robust safer recruitment procedures. The premises are clean, safe and secure and when off site at the park, staff embed risk assessment procedures to keep children protected from harm. Children are supervised well throughout the day. Weekly safeguarding questions help staff to keep their knowledge updated and forms part of their safeguarding training. Staff know about a range of safeguarding issues and have undertaken training around the 'Prevent' duty.

What does the setting need to do to improve?

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

- support children's communication and language skills further, such as by adapting practices to meet the needs of individual children and their levels of understanding.

Setting details

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| Unique reference number | EY468748 |
| Local authority | Islington |
| Inspection number | 10295496 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 2 |
| Total number of places | 25 |
| Number of children on roll | 24 |
| Name of registered person | Bright Child (Hornsey) Ltd |
| Registered person unique reference number | RP533033 |
| Telephone number | 02073055744 |
| Date of previous inspection | 13 December 2017 |

Information about this early years setting

Hornsey Day Nursery registered in 2013. The nursery is located in the London Borough of Islington. It employs nine members of childcare staff, all of whom have a relevant childcare qualification. Of these, five staff have a level 6 qualification and one member of staff is qualified at level 3. The nursery opens from Monday to Friday for most of the year. Sessions are from 8am to 6pm.

Information about this inspection

Inspector
Lisa Clarke

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 staff and has taken that into account their evaluation of the nursery.
- The deputy manager joined the inspector on a learning walk and talked about the curriculum and what she wants children to learn.
- The inspector spoke to children, parents and staff during the inspection.
- The deputy manager joined the inspector in a joint observation.
- The deputy manager and the nominated individual provided key documentation, and the inspector checked evidence of staff's suitability, qualifications and first-aid qualifications.
- The inspector joined a group of children and staff going to the local park.
- The inspector observed staff's practice and engagement with children throughout the inspection.

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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