

# Inspection of Destiny Haven Nursery & Pre-school - N17

St. Benet Fink Vicarage, Walpole Road, London N17 6BH

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Inspection date: 22 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff create a happy and safe environment for children. They know children well and take time to build strong relationships with their parents and carers. This helps children to settle and feel secure. Staff use children's interests and fascinations to help them plan the learning experiences. Therefore, children learn through activities that excite and interest them. They become deeply engaged in their play and consistently build on what they know and can do. For example, babies and toddlers show high levels of curiosity and concentration as they explore the textures of dried rice and pasta. They develop greater control over their movements as they transfer pieces into bottles and shake them to make sounds.

Leaders and staff want all children to achieve highly. They monitor their progress closely and ensure that they receive additional support with their learning where needed. Staff offer children plenty of praise and encouragement. This helps to foster children's developing abilities and boost their confidence and independence. For instance, older children proudly demonstrate that they can serve their own food and drinks at lunchtime. Staff are positive role models. They teach children kindness and respect in their day-to-day interactions. These early experiences help children to develop important skills in readiness for starting school.

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

- Leaders and staff have a clear intent for the curriculum, based on what they know about the children attending the setting. For example, they recognise that some children are not making the expected progress with their language development. Therefore, throughout all activities, staff place a strong focus on supporting children's speaking and listening skills.
- Children benefit from a language-rich environment. Books are plentiful and staff read and sing songs with children throughout the day. Staff provide one-to-one support and small-group activities, to boost children's communication and social skills. This helps all children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, to achieve well.
- Staff ensure that children have a voice within the setting, such as by encouraging them to vote on which books or songs they would like at circle time. They respond quickly to children's emerging interests and skilfully use these opportunities to extend children's learning. For instance, staff notice toddlers' fascination with the snails and worms they find in their garden on a rainy day. As children observe, staff introduce words such as 'wiggle' and 'underground'. They repeat words and encourage children to comment, which helps them to acquire new vocabulary.

- In general, staff promote children's positive behaviour well. For example, they frequently remind children about the setting's 'golden rules', such as having 'kind hands' and using 'walking feet' indoors. However, they do not always consider how to help younger children and children with SEND to understand what is expected of them.
- Children learn about foods which are healthy and enjoy nutritious meals at the setting. They take part in plenty of active play, such as music and movement sessions indoors and balancing activities in the garden. Staff teach children the importance of good hygiene, such as washing their hands regularly and using a tissue to wipe their nose. This learning helps children to gain the knowledge they need to make healthy choices about their lifestyles.
- Staff say that they feel valued and respected in their roles and are supported well by leaders and other colleagues. Leaders focus supervision and training, so that staff have the relevant skills to meet children's learning and welfare needs. For instance, staff have recently taken part in a 'clay project'. They use what they have learned effectively, to help promote all areas of children's development through their creative artwork.
- Parents speak highly of staff and praise the quality of care and education. They say that staff keep them well informed about their children's development and how they can also support this at home. For example, staff provide books for them to share with their children, which promotes children's language development and encourages their love of reading.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 communicate the daily routines and their expectations for behaviour effectively to all children, particularly younger children and children with SEND.

## Setting details

<b>Unique reference number</b>	2652952
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10332959
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	54
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Destiny Haven Childcare Ltd
<b>Registered person unique reference number</b>	RP554387
<b>Telephone number</b>	02088816893
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Destiny Haven Nursery & Pre-school N17 registered in 2021. It is situated in the London Borough of Haringey. The nursery is open all year round, from 8am to 6pm, Monday to Friday. The provider employs seven members of staff, all of whom hold childcare qualifications. The manager holds early years teacher status and other staff have qualifications at level 2, level 3 or level 4. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider 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.
- Leaders showed the inspector around the premises. They explained about the curriculum and how the nursery is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. The inspector and manager undertook a joint observation.
- Leaders met with the inspector to discuss leadership matters, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents and staff shared their views with the inspector, at appropriate times during the inspection. The inspector also observed and spoke to children, to help assess their experience in the nursery.

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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