

Kate Greenaway Nursery School and Children's Centre

York Way Court, Copenhagen Street, Islington, London, N1 0UH

Inspection date	27/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a highly stimulating learning environment, which provides an exciting range of experiences for all children across the areas of learning. As a result, children take an active role in their learning.
- There is a consistent and effective key-person system ensuring that children develop secure attachments. This consistently promotes children's well-being and prepares children for change.
- The leadership of the setting is very strong and uses effective systems for self-evaluation in order to continually make improvements.
- There are highly effective systems implemented by staff to look at the individual needs of the children and assess their developmental progress. As a result, all children make good progress in their learning based on their starting points and become ready for school.

It is not yet outstanding because

- Occasionally group activities do not fully target individual learning, which results in some children becoming disengaged.
- Staff do not always maximise opportunities to promote self-help skills during meal times, for example, by allowing children to pour their own drinks.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the nursery with the deputy head teacher.
- The inspector took account of the views of a number of parents.
- The inspector observed children's activities and care routines in the baby and the two to fives room.
The inspector had a meeting with the leadership team of the nursery and discussed aspects of the learning and development, and the safeguarding and welfare requirements.
- The inspector sampled children's profiles and sampled documentation including children's daily records of minor accidents, dietary information and meals.
- The inspector completed a joint observation with the deputy.

Inspector

Carolina Montesinos

Full report

Information about the setting

Kate Greenaway Nursery School shares premises and management with the children's centre and is located in King's Cross, in the London Borough of Islington. The nursery serves the local and wider community. The nursery is registered on the Early Years Register and currently has 73 children on roll. The premises consist of a baby room, a two-to-five's room and a shared enclosed play area. There are separate areas for sleep, a kitchen, an office and staff facilities. The nursery receives funding for the provision of free education to children aged three and four years. The nursery employs 20 staff who work directly with the children, of these three hold Qualified Teacher Status and 16 have relevant childcare qualifications. Additionally, the nursery employs an administrative team, a cook and a site manager. The nursery opens five days a week, from 8am to 6pm, for 48 weeks of the year. The nursery supports children with special educational need and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- further develop the organisation of group activities to ensure individual needs are fully targeted
- further extend opportunities to promote children's self-help skills, for example, by encouraging children to pour their own drinks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide children with a highly stimulating and well thought through learning environment that reflects the different areas of learning. Staff consider children's interests and needs carefully and this feeds into their planning of daily activities and the environment. For example, as young children learn to walk staff organise the baby room to provide many opportunities for children to climb, cruise and pull themselves up on the furniture or play structures. Staff provide children with a good mix of adult-directed and child-initiated activities, which children find very interesting and challenging. For example, older children join in forest school sessions and babies gain understanding of the world through sensory and heuristic play sessions. Additionally, there is a great variety of quality resources easily accessible to all children, which encourages them to become actively involved in choosing what they play with. Therefore, children are enthusiastic in choosing their activities and show increasing levels of self-control, concentration and independence. At the same time, staff provide a nurturing and encouraging atmosphere. They offer

meaningful praise to children's for their positive attitudes and efforts. This helps children to feel safe to take risks in their learning. This successfully promotes children's personal, social and emotional development.

Staff use a range of effective strategies to promote children's language development and language acquisition. For example, they use Makaton sign language and visual cards to help children communicate and express their needs. This also supports the learning of those children who learn best visually. Staff gather key words in the languages spoken by the children and ensure that there are multilingual signs and resources to help children who speak English as an additional language. Furthermore, staff use good questioning techniques to promote children's thinking skills. For example, staff talk to children about patterns as they explore and create with play dough. This develops their understanding of different mathematical concepts. Assessment records show children make good progress in their learning and by the time they leave nursery they are ready for going to school. Therefore, the quality of teaching is good. However, there are occasional missed opportunities during group activities to further extend learning by targeting the individual needs of children who may need extra support. This results in some children becoming disengaged in the activity taking place. Nonetheless, key people are very reflective on their practice and all staff are proactive in seeking support from external agencies and work in collaboration with other professionals. This ensures that all children access the provision and support they need.

The nursery staff have implemented highly effective systems for assessment and early intervention. This means children, including those who have special educational needs, receive specific timely support that enables their progress and prepares them for the next steps in their learning. Partnership with parents is strong as staff ensure there is effective two-way communication to support children's learning. Parents contribute to initial assessments as staff gather detailed information about the children when they start attending. They also exchange daily information during drop off and collection times, through emails, display boards and a number of events, which promote their participation. Parents attend key person meetings, give input on planning and contribute to assessments including the progress checks for two-year-old children.

The contribution of the early years provision to the well-being of children

There is a very effective key-person system ensuring that young children develop strong attachments. Staff know the children and attend to their emotional and care needs well because every child has also a secondary key person, which ensures continuity in practice. This consistently promotes children's well-being. Therefore, children are being effectively prepared for the next steps in their learning. The settling in process is thorough and involves a series of home and nursery visits to help children become familiar with new environments and develop secure bonds. Additionally, staff take into account the individual needs of the children and the views of the parents in creating care plans and routines for young children. For example, in managing dietary requirements. Parents of children who have moved on to school feel that the support their family received during settling-in times was excellent. As a result, children become confident, are prepared

emotionally and have smooth moves to schools and other settings.

Staff are good role models, they are nurturing and kind towards children and sensitively follow children's care routines. As a result, children develop strong relationships and feel safe and secure in the care of the staff. Furthermore, children show a good level of involvement in their activities and learn to play cooperatively. They are kind to each other and help make the learning environment safe and inviting. For example, children sing along to a tidy-up song as they happily put resources away and use small brushes to clean after a messy play activity. This successfully promotes positive behaviour throughout the nursery.

Staff prioritise the safety of the children, they are effectively deployed, vigilant and supervise children well. Staff ratios are maintained at all times and staff have a good understanding of the nursery's policies and procedures for safeguarding children. Staff receive safeguarding, first aid, infant feeding training in order to ensure they know how to deal with minor accidents and concerns. They are aware of the settings policies and procedures and follow these in order to meet the needs of the children who attend. There are signs and flowcharts throughout the nursery, which help inform and equip staff and parents on what to do if they have concerns about a child. Additionally, staff help children become aware of how to keep themselves safe. They demonstrate how to use outdoor equipment correctly and they pay careful attention to children's dietary needs and allergies. As a result, children learn to keep themselves safe.

Children also have plenty of opportunities for physical activity and exercise at the nursery. They develop very good physical skills and independence, as they play and explore the very well-resourced and exciting outdoor environment. The environment supports children's development promotes having 'I can' attitudes. For example, older children learn to climb a large tree house and to ride two-wheeled bicycles in stages, which provide adequate levels of increasing challenge until they are able to safely climb and ride independently. This prepares them for the next steps in their learning. Children also develop a good understanding of healthy lifestyles. Staff receive input from nutritionists and, as a result, meals are nutritious and balanced and the levels of hygiene in the nursery are high.

Children learn to manage their own personal needs and wash their hands before a meal and after messy play. However, there is scope for extending opportunities to promote self-help skills during meal times, for example, by allowing children to pour their own drinks. Staff promote a positive attitude towards healthy eating through a variety of fun and interesting activities such as, growing their own vegetables and cooking activities. Therefore, staff promote children's healthy lifestyles effectively and children learn to be healthy.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery are very strong. They use effective systems to evaluate the provision which include feedback from staff and other professionals, seeking the views of the parents and listening to children in order to inform their decision making. For example, parents and children participate and provide feedback on the forest school project and attend 'Science Saturdays'. This is part of the nursery's targeted programme to raise standards in the teaching and learning of science in the nursery and the local community. Additionally, the systems of communication among the staff team ensure a consistent approach for improvement. For example, staff access training, which closely target the needs in the nursery. Staff recently attended infant feeding training. Additionally, the provider is supportive of the staff professional development. Therefore, the staff morale in the nursery is high. The provider understands her responsibilities in monitoring the educational programmes very well. There are robust systems for ongoing and summative assessments in place, which help staff identify individual and group needs accurately and effectively. As a result, children access an exciting range of activities to meet their needs and timely additional support when necessary. Therefore, any gaps in children's learning and development are consistently closing. All policies and procedures required for the safe and effective management of the nursery are in place. This contributes to protecting the welfare of the children. Relevant information is shared with parents and records are regularly updated to ensure that children's needs are being met.

The provider has a very strong understanding of the safeguarding and welfare requirements. All documentation is made readily available and their preparation for the inspection shows the leadership of the nursery are very organised and have a drive for excellence. The systems for recruitment, induction and supervision are robust and ensure staff's ongoing suitability. This includes completing enhanced Disclosure and Barring Service suitability checks for every member of staff. Additionally, there are robust induction systems ensuring that staff are familiar with and have updated training on safeguarding children and health and safety aspects such as, first aid. There are ongoing supervision meetings and a formal appraisal system, which ensures the continuous suitability of staff, supports their professional development and has a good impact on the quality of provision. This shows that the leadership of the nursery have a strong commitment to protect the children in their care. Furthermore, there are rigorous systems for risk assessment in place, which start with completing daily checks of the premises and addressing any issues that may arise. The nursery employs a site manager and completes a general annual health and safety audit of the premises and fire evacuation drills take place, which enable the nursery to run smoothly and promote the welfare of the children. Therefore, the leadership and management of the pre-school effectively promote children's safety and well-being

Staff has successfully managed to engage parents in nursery activities and in making contributions to the children's learning. Staff organise key group outings every term and invite parents to join these visits. Additionally, there are several events organised through the year for parents including parent's evenings, 'bring a grown-up to school' days, where parents share their skills with children and social events. This strengthens the partnerships and promotes children's well-being and learning. The staff organise school visits and prepare children leaving for school through a number of activities including, making picture books, talking to children about going to school and planning language and literacy

skills group activities. The provider attends head teacher network meetings and works closely with local authority professionals and the governing body, who provide support and input to the nursery's self-evaluation and development plan. As a result, the provider effectively identifies strengths and areas to develop in their provision. Furthermore, children benefit from the strong links the nursery has with schools and other professionals. This ensures children access all the support they need to make good progress and move on to the next stages in their lives successfully.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY294232
Local authority	Islington
Inspection number	971568
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	73
Name of provider	Kate Greenaway Nursery and Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	020 7527 4850

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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