

Rowland Hill Children's Centre and Nursery School

315 White Hart Lane, London, N17 7LT

Inspection date	11/02/2014
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

- The nursery develops excellent relationships with parents and effectively helps them to support their children's learning and development at home and in the nursery. As a result, children are making good progress.
- Leaders and managers have a well-established programme of professional development; therefore, staff are continuously improving their knowledge and understanding of how to support the learning and development of children.
- Staff know the children for whom they take particular responsibility well and use this knowledge to plan effectively to meet their individual learning needs. Therefore, all children are supported to learn and develop effectively.

It is not yet outstanding because

- Staff do not always manage group times as well as possible to meet some younger children's needs so they lose focus because they are expected to sit still for too long.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector spoke with children, staff and parents.
- The inspector reviewed a range of documents including relevant policies, children's records and staff appointment systems.
- The inspector held joint observations with the manager.
- The inspector held meetings with the provider, manager and staff.

Inspector

Naomi Hillman

Full report

Information about the setting

Rowland Hill Children's Centre and Nursery School, registered in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by the governing body of Rowland Hill Nursery School and operates from two adjacent buildings set in an enclosed outdoor play area. The nursery is in the Tottenham area of the London Borough of Haringey.

The centre provides a range of services to children and families living in the locality, including before and after school care, day care, crches, drop in groups and a play scheme operating during the school holidays. The nursery is open on weekdays from 8am until 6pm for 48 weeks of the year. There are currently 156 children aged from two to four years on roll. The nursery receives funding for the provision of free early years education for children aged two, three, and four years. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

The nursery employs 27 members of staff who work directly with children. Of these, 24 hold appropriate early years qualifications and six of them hold qualified teacher status.

What the setting needs to do to improve further

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

- review times when children are together in a large group, such as 'circle time', to make sure teaching meet all children's needs, for example with regard to the length of time younger children are required to sit still.

Inspection judgements

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

The staff team have a good knowledge and understanding of how to promote the learning and development of young children. They spend their time engaging in children's play, listening and talking to children to support their learning. Staff provide a variety of experiences that cover the seven areas of learning and development and generally meet the needs of all children. Staff provide a wide range of interesting resources, toys, real objects and resources that suit the children's stages of development. This provision means that children learn through handling and exploring everyday objects through active play.

The staff team make the resources easily accessible to children. This arrangement allows children to move freely around the rooms selecting the resources that interest them. This means that children show good levels of engagement focusing well on their chosen

activities because they enjoy them. Staff support children's learning and understand the importance of giving children the space and time to achieve things for themselves. For example, staff stay close and ask children if they would like help while climbing, but respect children's desire to do it independently. As a result children are confident to attempt new challenges and are actively learning as they explore the environment. This approach helps children to become independent as learners in preparation for the next stage of their development and their eventual move to school.

Staff implement good systems to understand children's interests and stages of learning and development prior to their starting at the nursery. When children join the nursery, key persons and parents work together to identify children's starting points and identify next stages for their children's learning. Key persons know their key children well. They make accurate observations and use these to plan suitably challenging activities to support children's next stages of development. Progress checks for two-year-old children are in place. Consequently, taking into consideration their own starting points all children, over time, are progressing well towards the early learning goals.

Staff have a strong focus on promoting communication and language skills and the physical, personal, social and emotional development of all children. They do this through planned activities and throughout the daily routines, such as encouraging children to cut their own fruit and supporting conversations between children at the lunch table. Staff work with a range of other professionals to ensure the individual learning needs of all children are met. The quality of teaching is consistently good, consequently all children are developing the key skills they need for the next stages in their learning and over time gaps are closing.

Key persons develop warm relationships with families; parents are encouraged to share information about their children. Daily conversations and regular meetings between key person and parent mean that parents are kept well informed about their children's progress. Parents are encouraged to access other services in the children's centre to develop their own skills and knowledge of child development. Parents describe how their new understanding of the stages of child development and the importance of play has improved their relationship with their children and enabled them to help their child's learning at home.

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

Staff make the nursery space a bright, welcoming and well-resourced environment, which supports children's all-round development. Children use to a large room that staff have divided, successfully with low furniture into smaller areas and a large secure outdoor area. The staff give children good opportunities to enjoy the outdoors and be physically active, using a range of climbing and ride on toys. Staff teach children to think about how to keep themselves and other children safe while using the equipment. This teaching helps children to understand how to manage risks and challenges themselves relative to their age.

Staff plan a good range of adult-led activities that focus on particular aspects of learning. Children enjoy coming together in a group for 'circle time' where staff provide props and involve children by encouraging them to make choices about which songs to sing. However, some of the younger children struggle to maintain focus during some songs, particularly those with no actions because they are too young to sit still for any length of time.

Staff are deployed well over the nursery and children's safety is effectively promoted. Staff have a thorough understanding of how to safeguard children. They know the nursery's safeguarding policies and effectively implement them to promote children's safety and well-being.

Key persons develop secure attachments with children which promote their well-being and independence. All staff use consistent strategies to support children's good relationships with each other, and promote positive behaviour appropriate to their age. Children's behaviour shows they feel secure in the nursery as they confidently approach staff to ask questions or to seek reassurance.

The staff teach children to understand the basics of healthy lifestyles. Together they plant and grow fruit and vegetables in the nursery's garden. When these are ripe children collect and prepare the fruit and vegetables practising their hand control as they use kitchen implements. Staff encourage children to taste and explore a range of healthy fruit and vegetables. This helps children develop their understanding of the importance of a healthy diet. Staff teach children to become independent and manage their own needs. They do this by encouraging them to take part in daily routines such as tidying up and looking after their own belongings and managing their personal needs relative to their ages.

Children are emotionally well prepared for the next stages in their learning because staff prepare them for moves within the nursery by visiting the new room. They help the children become familiar with the environment and develop a relationship with their new key person. Children are enabled to move between their old and new groups at the nursery until they are happy and secure in the new group.

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

This inspection was brought forward to check continued compliance with the requirements of the Early Years Foundation Stage. Last year the provider notified Ofsted of a significant incident, whereby a child was able to leave the main building before being returned by a parent. The provider met their legal responsibility to notify Ofsted of such an event. They took swift action to investigate the incident. A member of staff was disciplined for failing to provide adequate supervision and security measures were improved. Secondary gates are now installed and staff are highly vigilant in their supervision of the children. Collection arrangements are also improved with parents coming into the main play rooms to collect their children.

The provider and manager have a good understanding of their responsibilities in meeting the learning and development requirement of the Early Years Foundation Stage. They have effective systems to monitor the delivery of the education programmes and ensure that the environment and teaching covers the seven areas of learning and development. The provider carries out regular monitoring though, for example, 'learning walks' to assess the quality of teaching and learning, throughout the nursery. She understands the impact a highly qualified work force has on the outcomes for children and as a result the nursery employs six members of staff with qualified teacher status. As part of their role, teachers ensure that all staff are providing quality interactions with children.

The provider and manager have good systems to monitor the planning for, and assessment of, all children's learning. Parent feedback and data tracking of children's development shows that all children are making good progress. Strong systems are in place to identify children's individual needs and appropriate interventions are sought from other professionals, as a result of which gaps are closing over time.

The provider and manager have a robust understanding of the safeguarding and welfare requirements and these are fully met. Well developed policies and procedures are implemented effectively by staff. All staff, students and volunteers demonstrate a good understanding of how to safeguard the children in their care. Secure recruitment practices mean that all staff are suitably vetted to work with children.

The provider and manager have excellent partnerships with parents. They provide ongoing support to parents who can attend a range of workshops to develop their parenting skills. They signpost parents to a wide range of health and training services. The provider describes positive relationships with parents as critical because 'We know this will make a significant difference to how children do at school'. She understands that by supporting parents and promoting their engagement in their children's learning, she is advancing long term outcomes for their children.

There is an effective and well developed programme of professional development, and an expectation from leaders and managers that all staff continually improve their knowledge, understanding and practice. Training needs are identified through supervision, observations, and in response to the individual need of a practitioner's key children. For example, if observations of children show that they need support around speaking and listening, training will be put in place to ensure that the key person has the skills to meet that need. Accurate self-evaluation takes into account the views of staff, parents and children and identifies the nursery's strengths and any areas for improvement. The plans for improvement have a clear focus on supporting children's achievements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY301273
Local authority	Haringey
Inspection number	951873
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	104
Number of children on roll	156
Name of provider	Rowland Hill Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	020 8808 6089

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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