

Highbury Community Nursery

15 Aubert Park, London, N5 1TL

Inspection date	24/02/2014
Previous inspection date	07/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff know their key children exceptionally well and support them to make excellent progress in their learning and development.
- The leadership and management is very strong and all staff are offered support to develop their practice and make ongoing improvement to the provision.
- Staff work very closely with parents to meet their children's learning and development needs and as a result the educational programmes are tailored to help individual children meet their full potential.
- Children display a very positive attitude to learning and their behaviour is exemplary.
- Children have access to a range of stimulating resources outdoors and indoors and are able to choose where they wish to play according to their individual learning styles.

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 gathered evidence from meetings with the manager and discussions with staff.
- The inspector gathered evidence from observations of the staff and children during the session.
- The inspector met with the manager.
- The inspector and the manager carried out a joint observation.

Inspector

Sarah Cousins

Full report

Information about the setting

Highbury Community Nursery is run by a charitable company that was registered in 1985. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from a large house in Highbury, in the London Borough of Islington. It has a fully enclosed garden for outdoor play. The nursery serves the surrounding area. There are currently 94 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for children aged 3 and 4. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, or children who speak English as an additional language. There are 26 staff who work with the children, all of whom hold appropriate early years qualifications. This includes two staff with Early Years Professional or Early Years Teacher Status and one with 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:

- enhance group session activities by seizing all spontaneous opportunities to further extend children's learning of mathematical language and concepts.

Inspection judgements

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

Staff at the setting are highly committed to their work and demonstrate an excellent understanding of how to implement all areas of learning well. As a result children make excellent progress in their learning and development. Staff plan rich and imaginative experiences indoors and outdoors and this helps children to enjoy their learning and prepare them in readiness for their future learning and school. Staff know their key children exceptionally well and encourage children to explore the environment independently.

Staff are highly focused on helping children to develop their communication and language skills. For example, they build on children's sentences and model language to children at lunchtime. As a result, children express themselves very well when talking. Staff develop very close relationships with children and this supports children to express themselves with confidence. Staff are highly competent at reciting rhymes and singing different songs spontaneously and children listen and join in with enjoyment. Staff display a range of relevant words at child height and this helps children to develop good early reading skills. Staff plan very creative and enjoyable story-writing and story-telling experiences outdoors. This helps develop children's literacy skills and helps children to understand how stories

work and that text carries meaning. Staff offer excellent encouragement to children to listen to each other. As a result children develop good concentration skills, give close attention to each other and behave exceptionally well.

Staff are highly skilled at planning for individual children. For example, staff in the baby room plan a wet ball activity at a low height table to encourage babies to pull themselves up to a standing position. Therefore developing their physical skills and encouraging them to develop their pre-walking skills. Staff provide extremely stimulating and varied resources outdoors, including a mini-beast area, musical instruments, a kitchen area with a real cooker, a stage area and a herb garden. As a result, children have excellent opportunities to move freely between the indoor and outdoor learning environments, showing their pleasure as they explore the environment and handle different equipment.

Staff develop excellent relationships with the children who are very confident to try new activities and express their preferences. Staff are highly skilled at helping children develop good behaviour patterns. For example, staff work in partnership with the special educational needs coordinator and parents to support children with additional needs. For example, they develop a 'Soft and Gentle' box to help children learn to share. This skilful approach helps children to make very rapid development in their behaviour and gain an excellent understanding about the importance of sharing. Staff are highly skilled at supporting children to learn through play. Children model very good behaviour patterns as part of their play. They play very co-operatively together, taking turns and sharing with each other.

Staff display words and recite numbers in different languages. This supports children who speak different languages at home to feel welcome and highly valued at the nursery. Overall, staff are very skilful in using different opportunities to support children's mathematical development. For example, staff encourage children to work out how many tables they will need to lay for the number of children at lunch. Children show a very good ability to solve problems and can carry out simple mental calculations. Although during group session activities staff could further extend children's understanding in this area.

Staff have excellent subject knowledge to support children's scientific development. Children have many opportunities to develop curiosity about how things work and comment about patterns and change. For example, staff lead an enjoyable session about magnets which leads on from a recent topic and fully absorbs the children. This encourages children to recall the topic and make excellent links to what they have completed recently. Therefore extending their knowledge and learning further. Staff provide an environment rich in resources covering a range of different technologies. For example, children take pictures outdoors and print them themselves and children use the internet safely to explore different areas of interest.

Staff communicate extremely effectively with parents. The key person approach is very well established and staff share information about children's learning with the parents every day. As a result, children receive consistent care and make rapid progress in their learning and development.

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

All staff are highly skilled and aware of the importance of helping children form secure attachments. The well-established key person system helps staff and children build positive relationships. All staff are highly skilled and aware of the importance of helping children form secure attachments. Therefore children are very settled in the nursery and demonstrate they feel comfortable and very confident in their environment. Staff provide stimulating resources and plan enjoyable experiences. As a result, children's behaviour is exemplary because children are fully engaged in their learning.

Staff establish excellent routines, such as regularly practising fire drills with children and encouraging children to dress in suitable clothing for outdoor play. As a result, children learn to keep themselves very safe. Staff develop excellent ways of supporting children to feel healthy and well. For example, staff offer baby massage to babies and help children develop very positive feelings about themselves at the nursery.

Staff are very skilful in helping all children to feel valued and welcome, including those who speak English as an additional language. For example, staff learn how to count in different languages. Children are very welcoming towards their friends and staff encourage them to make every use of opportunities to learn from each other. Staff plan regular outings to the local area and keep careful records of who goes and when so that all children have opportunities to participate and benefit from these experiences.

Staff offer highly effective strategies for supporting children to become independent learners. Staff have a very good understanding of the importance of allowing children to do things for themselves and develop their own ideas for play. For example, older children competently serve their own lunch and younger children feel very confident to explore their environment. Staff plan very thoughtfully in response to children's needs. For example, staff plan a role play meal to help particularly quiet children develop their social skills before moving on to an older group.

Rigorous hygiene routines prevent any spread of infection. Accidents and illnesses are managed in line with policies and all staff have current and suitable first aid training. Children eat very healthy meals. They also have plentiful opportunities throughout the day to move freely outdoors to be in the fresh air and develop their awareness of a healthy lifestyle. Staff take excellent care of the children at all times, including on outings. The key persons are highly motivated and dedicated to their work. They use their expert knowledge gained from training and development opportunities to provide excellent learning opportunities for children. Therefore children are highly motivated to learn.

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

Inspirational leaders are constantly striving to develop outstanding practice across all areas of the provision. There are thorough, clear and succinct policies to cover all aspects of practice, including a 'whistle blowing' policy within their safeguarding policy. The

leaders keep thorough records of fire drills and evaluate these in order to further improve evacuation procedures. The leadership team have an excellent understanding of their responsibility to meet all the safeguarding and welfare requirements. All team members receive regular safeguarding training and have a very good knowledge of what to do to keep all children safe. The leadership team run a highly targeted and thorough programme of professional development and are committed to driving on-going improvement. They monitor the nursery practice well and focus on different areas to improve. For example, developing staff understanding of planning. The leaders ensure that educational programmes offer a rich range of experiences to help children make very good progress across all areas of learning and prepare them for school.

There are very thorough and robust recruitment and induction processes in place. All staff complete suitability checks and are well qualified for the work they do. The leadership team offer excellent support to develop the staff team, including meetings, supervisions, peer observations and appraisals. The leadership team organises a very impressive programme of extra-curricular activities for children, including French sessions. They also offer a very popular range of training sessions for parents to attend, including sessions on signing and baby massage. The leadership team are very attentive to providing equality of opportunities. For example they take steps to ensure that all children benefit from the different activities regardless of the days they attend.

The leadership team establish very thorough systems for ensuring that all children make very good progress in their learning. They track the children's progress in different areas of learning very carefully. This supports them to plan very closely what to target as the next steps for learning for individual children. As a result, all children make significant progress in their learning. The leadership team offer excellent support to key persons to help them meet the needs of children. For example, staff work closely with parents, referring to guidance from a dietician, and exchange a daily food diary to help meet children's needs. In these ways, children's needs are quickly identified and exceptionally well met.

The leadership team and staff establish excellent communication with parents. They meet with them informally every day, publish notices of training and outings on the website and notice boards and participate in parent committees. They are highly aware of the need to support all children. For example, they gather further information from parents of children who speak English as an additional language to help them meet these children's needs very closely.

The highly driven leadership team complete a self-evaluation process. They encourage their staff to be self-reflective and develop new approaches. For example, key persons apply their knowledge of different approaches and developed a woodwork project with children and their families to engage them in his learning.

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	131695
Local authority	Islington
Inspection number	836319
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	94
Name of provider	Highbury Community Nursery
Date of previous inspection	07/01/2009
Telephone number	020 7354 4292

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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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