

Active Learning Childcare Hornsey

Inspection report for early years provision

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Inspector Siobhan O'Callaghan

Setting address The Hornsey Club, Tivoli Road, LONDON, N8 8RG

Telephone number 0208 3415069
Email info@active-learn.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Active Learning Childcare (Guernsey) Ltd is run by the Active Learning Childcare Company. The group was first opened in 2005 and re-registered in 2006 to become a limited company. The group operates from purpose built accommodation which is located within the grounds of a tennis and cricket club, in Crouch End, North London. Children have access to specially designed studios offering opportunities for science, information communication technology, performing arts and a designated art studio including two secure outside play areas. The provision is open for 51 weeks of the year, operating from Monday to Friday from 7:30am to 6:30pm, a variety of both part time and full time sessions are available.

The group is registered on the Early Years Register to care for a maximum of 88 children at any one time, of these no more than 68 may be under three years and no more than 36 may be under two years at any one time. The nursery provides funded early education for three and four-year-olds. There are currently 166 children aged from three months to under five years on roll. There are 50 members of permanent staff working with the children alongside 10 bank staff that cover when needed. The manager is experienced and qualified in her role; she has attended additional training to achieve a level four qualification in leadership and management. The majority of all other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Active Learning Childcare provides a welcoming child focused learning environment, where due attention is given to recognising the uniqueness of each child. Children's welfare is promoted through a comprehensive range of policies and procedures which overall help to keep them safeguarded. Highly effective planning and assessment systems support children to experience outstanding learning and development opportunities which are geared around their individual interests. The excellent partnerships that are in place with parents and the commitment to working with schools that children move onto supports an integrated approach towards meeting children's needs. The manager and her staff team demonstrate an enthusiastic and committed approach to implementing improvements within the setting; this can be demonstrated in their abilities to continually evaluate the quality of provision that they offer to both children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the procedures in place for outings, giving specific regard to the essential records that should always be available
- review hygiene practices with regards to the management of children's individual comforters
- review the organisation of lunch time routines.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive records, policies and procedures in place, providing a good framework for staff to base their practice. Robust recruitment, vetting, and induction procedures ensures that staff are experienced and suitable to work within their roles. Children are effectively safeguarded as staff are confident in their knowledge of procedures to follow should they have concerns regarding children in their care. All staff are responsible in ensuring that children are cared for in a safe and secure environment, this is supported through continual risk assessments of all areas that are utilised by children. Staff implement positive risk assessments for all outings that children enjoy, which help to keep them safe. However, outing procedures do not currently ensure that staff record children's emergency contact numbers to take with them when they are supervising children off site.

The staff team organise a stimulating and inclusive learning environment for children. Staff promote children's independence as they encourage them to make choices from the extensive range of high quality resources and experiences available to them. Children on the whole receive high levels of care as staff are effectively deployed to meet their individual needs. Although currently the organisation of lunch times is not entirely effective, for example, some children sit and wait for long periods of time for their food to arrive, and the impact is that they become restless. Nevertheless, children are happy and engaged most of the time as they receive excellent support from their special mentor/key person. Although there are currently no children on roll who require additional support to meet their needs, there are highly effective measures in place to work in partnership with parents and outside professionals to support children in reaching their individual milestones.

The staff team has established outstanding partnerships with parents, and with the schools that the older children will be moving onto. Parents are provided with excellent information about the early years provision and how they can support their children's learning at home. Through discussions with parents it is apparent that they are extremely happy with the quality of the provision and with the superb communication systems that are in place to keep them informed. Parent's comments include: 'I have been really impressed by the quality of care. My daughter is really happy she is involved in fantastic activities and I am very confident that staff are skilled and have a good knowledge of their roles' and 'the strength of the nursery is their commitment to meeting children's individual needs.' These exemplary partnerships with parents, fully promotes the integration of care and learning for all children within the provision. Continuous improvement and self-evaluation is a strong focus within the nursery. The manager demonstrates

high expectations for her staff team, she supports them to continually develop their knowledge and skills both through training opportunities and through regular appraisals. Consequently all staff are happy and motivated in their roles which in turn impacts on their commitment to improve quality outcomes for children.

The quality and standards of the early years provision and outcomes for children

The staff team confidently plan and deliver a stimulating and effective programme of learning and development opportunities for children, both in and out of doors. Planning systems give due focus to promoting children's individual interests and abilities. All children have a mentor/key person who is responsible for maintaining regular observations of their progress which then feed into their individual plans. Consequently, children are happy and motivated to learn as they are supported to develop new skills through activities that excite and interest them. Children benefit from specialist teachers who are employed to teach art, sports, yoga and music. These well-planned sessions are thoroughly enjoyed by the children. Overall, children are very happy as they confidently access their environment and all the experiences, activities and resources available to them.

Children are developing many excellent self-care skills as they serve their own snacks and food at lunch times. They demonstrate polite and respectful behaviour as they say please and thank you and take turns to share popular resources. Children have good opportunities to learn about each other and to value their differences. The nursery environment positively reflects the wider community as resources and activities positively promote diversity and inclusion. Children's communication, language and literacy skills are effectively promoted throughout the provision as all children including babies enjoy sharing books, making marks and conversing in a variety of different ways. Older children demonstrate early reading skills as they delight in sharing their knowledge of letters and sounds when they inform me of how to spell their names. Children's concepts of numbers and problem solving skills are promoted through an extensive range of experiences as well as through their daily routines. For example, children count how many bowls are needed for all their friends at their table and they effectively work out how many knives and forks are required.

Children are developing valuable information communication and technology skills as they access an extensive range of resources including computers, and an interactive white board to support them in exploring and investigating different media and forms of communication. Children thoroughly enjoy a full range of creative experiences as they help to make their own modelling dough and create their own designs on T-shirts to be worn at their Christmas concert. Children are excited to participate in music sessions where they have opportunities to play instruments and to sing along to familiar songs. They are supported to develop a positive attitude to keeping fit and healthy. Children enjoy many worthwhile sporting pursuits such as tennis, cricket and football, alongside regular opportunities to play energetically in their well resourced garden.

Children's overall welfare is given due emphasis within the provision. They are offered healthy nutritious meals and snacks which supports their good health. Children are learning to behave in safe and responsible ways as staff support them to learn how to manage their own personal safety. For example, older children know how to use climbing apparatus in the garden safely, whilst younger children remind each other of the importance of not putting items such as modelling dough into their mouths. Children demonstrate that they feel safe and secure as they approach adults confidently for support or advice. Babies enjoy warm interaction with their carers as they receive lots of cuddles and attention. Children are developing many excellent personal hygiene practices as they demonstrate how they need to brush their teeth after eating food, and the importance of hand washing to prevent the spread of germs. However, the effective management of dummies that are used by some of the younger children is not always positive. For example, some babies are able to access dummies that do not belong to them and put these in their mouth. Staff acknowledge that this is an area for improvement and demonstrate that this will be addressed immediately. Nevertheless, children are developing many excellent learning and development skills which help to set secure foundations for their future learning success.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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