

# Creative Explorers Day Nursery

18 Gisburn Road, London, N8 7BS



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 22 December 2015 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------|----------|
|                                                               | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children                                         |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- Babies and children settle well. Staff provide a warm and nurturing environment that helps all children to feel safe and emotionally secure.
- Parents contribute to initial assessments of children's development and learning. This helps staff to identify children's individual levels of development from the start.
- Babies and children enjoy their learning and staff understand children's individual needs and interests. Staff use this information well to plan a variety of interesting activities that stimulate children's imagination and motivate them to learn.
- Partnerships with parents are strong. Staff encourage them to share in their children's experiences. They encourage continuity and share ideas for activities that parents can do at home to enhance children's all-round learning.
- Staff use the skills gained through their qualifications and ongoing training to provide an effective range of activities that promote successful outcomes for children.
- The manager and staff monitor the effectiveness of their practice and seek the views of children, parents and other professionals to identify areas for improvement.

### It is not yet outstanding because:

- Staff do not always take all opportunities to extend children's learning, particularly in developing their mathematical skills during activities.
- Occasionally, staff do not ensure that all children are fully engaged during group activities to enhance their learning experiences.

## What the setting needs to do to improve further

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

- use more frequent opportunities to extend children's learning during all activities, particularly to develop their mathematical skills
- support all children, especially those who are more reluctant, to fully engage in group activities.

### Inspection activities

- The inspector observed the staff's interaction with babies and older children.
- The inspector held discussions with the manager and staff and spoke to children throughout the inspection.
- The inspector carried out joint observations of staff practice with the manager.
- The inspector took account of the views of parents, and other professionals, by speaking with them on the day.
- The inspector looked at staff suitability and qualifications, planning, records of children's progress, risk assessments, attendance records, and a range of other documentation, including policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations of staff and is committed to improving outcomes for children. Staff observe and assess children's development and plan a wide range of challenging activities to promote their continuous progress. The manager checks children's progress, and has plans to further develop these systems, to include all groups of children. Staff regularly share children's achievements with their parents and request parental feedback. Arrangements for safeguarding children are effective. All staff fully understand their responsibilities to protect children from harm. They have a good knowledge of the procedures to follow to ensure the safety of all children in their care. Staff ensure that children understand safe practices and learn to keep themselves safe.

### Quality of teaching, learning and assessment is good

Staff make learning fun. They introduce basic science and help children to learn how things work. For example, staff help children learn to draw up water into a syringe. They strengthen their fingers as they push down the plunger to squirt the water into a tray. This also develops the hand control they will need when learning to write. Staff help babies and children to develop their communication and language skills through a range of strategies, such as talking to them and asking questions. Staff introduce new vocabulary to them as they play. For example, as babies paint, staff talk to them about the prints and decorations they make and name the objects they play with. The manager and staff quickly identify when children have additional needs, rapidly securing appropriate interventions to ensure children's continued development and progress.

### Personal development, behaviour and welfare are good

Staff are kind and caring. They coax babies and children to eat a healthy diet, and teach them to play well together. All children serve themselves from a good variety of nutritious food. They learn to be independent when they set the table and clear away after their meal. Children's behaviour is good. They learn to take turns, share and consider the feelings of others. Staff help young children to gain confidence gradually. For example, they encourage them to spend time with older children to prepare them for moving to another room. Children confidently explore the climbing equipment in the local park during regular outings. They learn to manage risks under close supervision. Children learn about different traditions and festivals and learn to respect each other.

### Outcomes for children are good

Children make at least good progress in their learning in relation to their starting points. They enjoy books and recognise the letters in their names. This helps them to gain skills they need for future learning and school.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY479475                 |
| <b>Local authority</b>             | Haringey                 |
| <b>Inspection number</b>           | 1034303                  |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Day care type</b>               | Childcare - Non-Domestic |
| <b>Registers</b>                   | Early Years Register     |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 50                       |
| <b>Number of children on roll</b>  | 45                       |
| <b>Name of provider</b>            | Reena Takhar             |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 07956809748              |

Creative Explorers Day Nursery registered in 2014. It is situated in Hornsey in the London Borough of Haringey. It opens from Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery receives early education funding for children aged two, three and four years. There are eight members of staff including the manager and an apprentice. All staff hold early years qualifications at level 3, except for an apprentice who holds a level 2. The nursery also employs a cook.

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