

# Active Learning Crouch End Nursery

Active Learning Crouch End, Tivoli Road, London, N8 8RG



## Inspection date

28 November 2017

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

- Children make good progress and develop the skills needed for their future learning. Older children enjoy using tools in the sand and develop good physical skills, such as while scooping and pouring. They use equipment with control and develop their hand muscles well.
- Staff are caring and friendly, and form warm bonds with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Children behave well. Staff successfully share their expectations with children to help them learn how to behave. They talk to children and give them reminders, including about how to play safely, to help them learn how to keep themselves safe.
- The manager provides good opportunities for staff to develop their skills, such as through staff meetings and training sessions. She and the deputy check on staff's teaching expertise well. They recognise the setting's strengths and weaknesses and take action when needed to improve staff's practice and outcomes for children, overall.

### It is not yet outstanding because:

- At times, group activities do not match the interests and needs of all children to help enhance their motivation, involvement and levels of enjoyment.
- On occasion, staff do not reflect effectively on what they know children can do during activities to help provide precise challenges that match children's abilities and 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:

- review the organisation of some group activities to reflect the interests of all children and enhance their motivation and level of enjoyment
- build on staff's skills to help them reflect more sharply on activities, to refine children's learning experiences and to offer more precise challenges in their development.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the deputy manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the management team and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance registers.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their well-being. She deploys staff well to ensure ratio and qualification requirements are effectively met and children are well supervised and safe. The manager reflects on the quality of the nursery effectively. She seeks and acts on the advice of others, such as parents, to help improve practice in the setting. The manager checks on children's progress effectively to swiftly recognise and address any gaps in their learning.

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

Children play in a welcoming, well-organised environment that supports all areas of learning effectively. Staff support children's development, generally, well. For instance, they join in with children's play and question them to help encourage children to think of and share their ideas. Children learn to express themselves confidently and develop good language skills. Toddlers enjoy sensory experiences, such as while exploring modelling materials. They learn how to use the tools to create and learn to name the things they are using. This helps to develop their communication skills successfully. Staff check on children's ongoing development effectively and know their key children well. They make regular observations of children's abilities and, overall, plan suitably challenging activities to support their good development. Staff work with parents effectively. For instance, they share information about children's progress and give ideas about how they can support children's development at home.

### Personal development, behaviour and welfare are good

Children are confident and happy. Staff work well with others, including other settings, to support children when they move from room to room in the setting or to school. For instance, they share information about the child with the new key person to help provide consistency in meeting children's needs. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, staff use hoops and small hurdles for children to jump and step over to help develop their balance and physical skills. Staff regularly assess risks in all areas that children use to identify and remove any hazards.

### Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next steps in their learning and starting school. For example, older children communicate confidently and speak clearly. Toddlers enjoy babbling and babies learn to walk and move their bodies with good control. Children develop good early reading skills, such as learning to handle a book carefully and using the pictures to tell the story.

## Setting details

<b>Unique reference number</b>	EY549611
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1118053
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02038247086

Active Learning Couch End Nursery registered in 2017. It is located within the London Borough of Haringey. It operates from 7.30am until 6.30pm, Monday to Friday, throughout the year. The setting employs 42 members of staff. Of these, 20 staff hold a suitable early years qualification at level 3, including the manager, two hold a level 6 qualification and one holds a level 7 qualification. The pre-school receives funding to provide free early years education for three- and four-year-old children.

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