

# Greygates Day Nursery

182 Muswell Hill Road, Muswell Hill, London, N10 3NG



<b>Inspection date</b>	6 December 2017
Previous inspection date	27 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders work closely with the qualified and experienced staff team to provide a broad range of activities, which interests and engages children. They make effective plans to enhance the learning environment, such as creating a pretend building site in the garden. This has provided a variety of opportunities for children to explore and develop their own ideas.
- Children's behaviour is exemplary. Older children show high levels of cooperation as they play together and are thoughtful about each other's needs and feelings. For example, they negotiate and share resources fairly as they play.
- Staff support children's communication skills well. For instance, they use questioning effectively to check children's understanding and encourage them to express their ideas. Children are increasingly confident to share their thoughts with adults, their peers and visitors to the nursery.
- Partnerships with parents are very strong. Parents speak highly of the nursery and appreciate the service provided. They feel that staff are exceptionally kind and caring, and put the children's needs at the centre of everything that they do.

### It is not yet outstanding because:

- Although staff attend training, such as paediatric first-aid and safeguarding, the systems for professional development are not sufficiently focused on raising the good standard of teaching to an outstanding level.
- Although leaders and staff reflect on the quality of the provision and make plans for further development, they do not actively seek the views and opinions of parents to assist them in their drive for improvement.

## What the setting needs to do to improve further

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

- strengthen the systems to support staff's professional development, to raise the quality of their teaching to the highest level
- build on opportunities for parents to contribute their ideas and opinions to the nursery's self-evaluation, to enhance ongoing plans for the development of the nursery.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff's suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a comprehensive knowledge of the signs which might indicate a child is at risk from harm. They are confident about how to record and report any concerns about children's welfare. Leaders use effective recruitment and induction procedures to ensure that staff are suitable to work with children and have a secure understanding of their roles. Leaders and staff act as good role models for children and have high expectations for their behaviour. They actively promote equality and support children's sense of belonging and self-worth. For example, they help children to learn about and value their own and other people's languages, cultures and religions.

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

Staff use observations and assessments effectively to monitor children's progress and identify what they need to learn next. Where there are gaps in children's learning, these are quickly identified and plans are made to help children catch up. The manager and staff work effectively in partnership with parents and other professionals to help all children achieve as much as they can. Children acquire a good understanding of measurements and numbers. For example, older children weighed and counted cubes as they tried to balance them on a scale. Staff supported their learning well. For example, by asking questions to extend their thinking and introducing words to describe size and weight. Staff ensure that babies have lots of opportunities to develop their small and larger muscle movements through activities indoors and outdoors.

### Personal development, behaviour and welfare are outstanding

Children build exceptionally close bonds with staff and thrive in the warm and welcoming nursery. They demonstrate that they feel extremely confident, relaxed and secure. For instance, they select activities and resources to support their independent play, snuggle in for a story with their key person or share a joke with their friends. The nursery routine incorporates excellent opportunities for children to become independent and manage their personal needs. For example, toddlers learn to put on their outdoor clothing before playing outdoors. Older children serve their own food at lunchtime and brush their teeth afterwards. Children enjoy fresh air and exercise in the nursery garden each day. They learn to make healthy choices about what they eat. Older children talk enthusiastically about how good food helps them to grow bigger and stronger.

### Outcomes for children are good

Children make steady progress from their various starting points. They acquire a wide range of knowledge and abilities to support their ongoing development, including being ready for school. Children who have special educational needs (SEN) build on their language and social skills, developing firm foundations for their future learning. Children develop a keen interest in reading. They enjoy looking at books independently and being read to by adults. Older children show their developing awareness of stories and how they are structured. For example, they create their own books with illustrations and simple storylines.

## Setting details

<b>Unique reference number</b>	140418
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1089596
<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 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Greygates Day Nursery
<b>Registered person unique reference number</b>	RP908672
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	020 8883 5640

Greygates Day Nursery registered in 1955. The nursery is open each weekday from 8.10am until 5.45pm, for 51 weeks of the year. The provider employs 11 members of staff to work with the children. All but one member of staff holds a relevant early years qualification at level 3. The provider receives funding for the provision of free early education for children aged three and four years.

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