

# The Devonshire Hill Nursery School

Devonshire Hill Primary School, Weir Hall Road, LONDON, N17 8LB

<b>Inspection date</b>	24/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff interact effectively with children. They support children in their learning and encourage them to develop good communication skills.
- There are effective systems in place to assess and monitor children's progress. Consequently, staff are able to plan relevant learning experiences for each individual child.
- Staff prioritise children's well-being. Children learn how to keep themselves safe and healthy.
- Staff work closely with parents regarding children's individual care and developmental needs. They encourage parents to become involved in their children's learning.

### It is not yet outstanding because

- Staff do not always make the most of the indoor play space to offer a wide range of stimulating play activities and learning experiences.

## 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.

## Inspection activities

- The inspector observed children taking part in a variety of play activities.
- The inspector spoke with staff and observed their teaching.
- The inspector talked with the school's Headteacher.
- The inspector sampled the documentation, in particular that relating to children's progress and safeguarding.
- The inspector invited the manager to join her for a joint observation.

## Inspector

Jill Nugent

## Full report

### Information about the setting

The Devonshire Hill Nursery School provision for two-year-olds registered in 2013. The nursery school is situated in Tottenham in the London Borough of Haringey. The two-year-olds provision is registered on the Early Years Register. It operates from a unit within the nursery classroom. Children also have the use of the nursery's secure outdoor play area. The school receives funding for the provision of free early years education to children aged two years. The unit is open from 8.30am until 11.30am and from 12.15pm until 3.15pm every weekday, during term time. There are three members of staff designated to work with the two-year-olds and, of these, two members of staff hold Qualified Teacher Status. Currently, there are four children on roll. The provision supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

### What the setting needs to do to improve further

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

- look at ways of using the indoor play space more effectively to offer a wider variety of play activities and learning experiences.

### Inspection judgements

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

Staff meet children's learning needs effectively through their good support and interaction. They are very aware of children's differing needs and plan learning experiences that are relevant to children's individual development. They actively engage with children to help them build confidence and explore their surroundings. They are calm and sensitive in their approach, helping children to follow up their own interests and learn through their play. For example, staff join children as they investigate building blocks, sand and bubbles. Staff talk with children, encouraging them to communicate. Children respond with smiles, body language or words, according to their individual stage of development. In this way, staff encourage children to become active learners.

Staff are particularly good at promoting talk. They take every opportunity to converse with children while they play. This helps children to develop good listening skills, to learn new words and to associate words with meanings. Children enjoy stories and songs, especially when encouraged to join in with associated actions. Staff make the most of opportunities to increase children's awareness of letters of the alphabet, numbers and numerals. They provide opportunities for children to use their senses by investigating different objects and materials. Children develop useful manipulative skills as they learn to make marks, shapes and patterns. These activities help children to gain the basic skills

required for their future learning in the nursery class.

Staff make good use of a system of observational assessment to move children on in their learning and development. They collect written and electronic observations of children during their play, using these to create individual learning files. They then link their observations to given stages of development to determine children's next steps in learning. Staff continually seek parent's views and comments on their children's progress. This helps them to plan activities that are relevant and interesting for the children. Staff also create a special book for each child, collating pieces of artwork and photographs. These provide an attractive visual record of children's participation and learning over time.

Staff offer regular opportunities throughout each session for children to enjoy learning outdoors. The nursery's outdoor play area is especially exciting, with a wide range of equipment, resources and activities available. Children enjoy playing on the climbing apparatus and tricycles, which help them to develop their coordination and physical skills. Staff also take children to the large playing field, where they can run around, have picnics and discover wildlife. Staff introduce different resources during each session so that children have a variety of learning experiences, for example, children show much interest in taking photographs with small cameras. However, children are not always able to access a wide variety of interesting activities when playing indoors, so that they can further extend their learning through play.

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

Staff are attentive to the needs of children and encourage an awareness of personal health and safety. Staff supervise children closely, especially when using the outdoor play area and this helps children to become aware of potential dangers. Staff have appropriate strategies in place to encourage good behaviour. When issues arise, they explain their expectations clearly to children and redirect children if necessary. They liaise with parents regarding behaviour management so that children benefit from a consistent approach. As a result, children quickly learn what is expected of them and how to behave in a responsible and safe way.

Staff provide a healthy snack for children, for example, a mix of fresh fruits, so that children become aware of healthy eating. Staff ensure that children sit at the snack table to eat and do not wander around with foods. This helps children to be aware of good hygiene and personal safety. Staff make sure that children feel well cared for, for instance, wiping their noses when necessary and checking their nappies regularly. They provide times for children to relax and times to be active. Consequently, children are content and develop a sense of belonging. They learn to make choices independently and to play alongside others harmoniously.

Staff work alongside a family support worker, which enables them to build close relationships with families and thereby meet children's changing needs appropriately. Staff ensure that children have times during the sessions to gather as a group to help them

form bonds and feel emotionally secure. At times during each session, children are joined by other children from the nursery class. This helps children to form friendships with older children and to develop social skills. In addition, it encourages children to experiment with communication, learning to use spoken language to communicate with older children, as well as different adults.

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

The two-year-old provision is well managed as an integral part of the nursery school. The headteacher, manager and staff liaise closely to offer an integrated approach within the nursery provision. In this way, they are able to offer children a good start to their early years education.

There are effective procedures in place to promote the safeguarding of all children in the unit. The school ensures that all staff undergo the necessary checks regarding their suitability to work with children. A risk assessment of the indoor and outdoor play areas has been carried out so that staff are aware of potential risks and can minimise these appropriately. Staff also carry out daily safety checks to ensure that the environment remains safe for children at all times. Staff are well trained in safeguarding issues and know what to do if they have any concerns about children. They provide information for parents about safeguarding so that parents are aware of staff's responsibilities in that area.

The headteacher works in liaison with the manager to monitor the unit's educational programme. They have introduced a system of peer observations to help staff reflect more on their practice. They view children's learning files and staff's planning files on a weekly basis. This enables them to check on the balance of learning experiences being offered as well as keep an eye on individual children's progress. The progress of the group overall is tracked over time, enabling the manager to reflect on the quality of the whole provision and highlight any aspects requiring further improvement. Staff work closely with other professionals in order to support children with special educational needs in the most effective way.

Staff have developed a strong working partnership with parents, which contributes to children feeling content in the unit. Staff carry out home visits in order to meet families and children before they start. Parents are invited to join their children on initial visits, when staff talk with them about the provision. Staff request information about children in order to cater for their care and developmental needs appropriately. Staff exchange information daily with parents, both verbally and through the use of a link notebook. They invite parents to contribute information at regular intervals about their children's learning at home. Additionally, staff meet with parents every few weeks to update them on their children's progress. In this way, they actively encourage parents to become involved in their children's learning and development.

The headteacher and manager are proactive in encouraging staff to attend training

courses and to meet together as a team. Recently, staff have spent time working together on a project to explain the different aspects of their provision and to show how children benefit. Staff are able to visit other early years provisions and welcome the support and advice of other early years professionals. As a result, staff are gaining knowledge and understanding of the differing needs of two-year-olds as well as furthering their own professional development. The headteacher and manager set relevant targets for the future, for instance, at present their focus is on communication and language in order to enable staff to offer children extra support in this area.

## 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

<b>Unique reference number</b>	EY467726
<b>Local authority</b>	Haringey
<b>Inspection number</b>	948337
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Devonshire Hill Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 8082053

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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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