

Hargrave Park School

Hargrave Park Extended Community School, 51 Bredgar Road, London, N19 5BS



Inspection date	18 January 2018
Previous inspection date	4 November 2014

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

Summary of key findings for parents

This provision is outstanding

- The nursery operates within a state-funded primary school. The provision benefits from the strong leadership of the headteacher and the deputy manager. They, and the staff, work exceptionally hard to maintain the quality of the service at the highest levels.
- Leaders are highly reflective. They evaluate all aspects of the nursery thoroughly and include the views of staff, parents and children. Plans for improvement are well targeted and help to maintain an inspirational learning environment.
- Teaching is of an exceptionally high standard. Staff present activities in exciting and interesting ways that challenge children's thinking. They skilfully recognise where and how to provide appropriate support and encouragement to help sustain children's enjoyment and engagement.
- The extensive range of resources is very well organised. Children readily access the materials they need to explore their ideas and interests independently. For example, a group of children mix water with soil in their mud kitchen to make 'baby food' for their dolls.
- Children of all ages build close bonds with staff and demonstrate that they feel happy and secure within the setting. For instance, younger children enjoy a reassuring cuddle from staff when they wake up from a nap, before heading off to explore the garden.
- Staff regularly observe and assess children's learning to identify what they need to learn next. They plan an excellent range of stimulating activities which focuses precisely on children's interests and what they need to learn next.

What the setting needs to do to improve further

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

- enhance opportunities for older children to reflect on the progress they make in their physical development to help them recognise and build upon their achievements.

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 headteacher and deputy 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 alongside parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have a thorough understanding of the procedures to maintain a safe environment and protect children from harm. They know how to identify and report any concerns about children's welfare. Leaders and staff are extremely successful in engaging parents. Parents say that they feel fully included in their children's learning. For example, they can access their children's learning records online and regularly talk to staff about what children will be learning next. Leaders have highly effective systems to monitor the progress made by different groups of children. They swiftly identify any gaps in learning and put in place measures to ensure that these are rapidly closing. Staff work effectively in partnership with parents and other professionals to secure the best possible outcomes for all children.

Quality of teaching, learning and assessment is outstanding

Staff are highly qualified and speak enthusiastically about their plans for further professional development. They benefit from excellent supervision and guidance from senior staff and make the most of opportunities to further improve their teaching practice. Staff use new skills and knowledge very effectively to enhance children's learning. For example, they are highly accomplished in supporting children's language skills during their self-initiated play and through targeted activities such as language groups. Children, including those who speak English as an additional language and those receiving funding, make excellent progress with their speech and communication.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Older children show extremely high levels of self-control and cooperation as they play. For instance, they help each other carry large resources and negotiate the roles they will play during pretend play. Staff understand the importance of physical activity for young children's development and well-being and promote this at every opportunity. For instance, group times are lively affairs during which children learn to move their bodies in different ways in response to music and songs. Staff plan to develop children's understanding of their physical abilities even further, encouraging older children to reflect on their achievements as they acquire a wide range of physical skills. The setting was recently awarded an accreditation, recognising its outstanding practice in promoting healthy lifestyles for children.

Outcomes for children are outstanding

Children make excellent progress from their individual starting points. They develop a wide range of skills and knowledge, which supports the next stages in their learning. Children of all ages become highly independent in managing their own personal care. For instance, babies learn to clean their hands and face and toddlers show satisfaction at putting on their own hats and coats. Children learn excellent hygiene routines, such as washing their hands before eating and brushing their teeth after lunch.

Setting details

Unique reference number	EY334154
Local authority	Islington
Inspection number	1070781
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	65
Name of registered person	Hargrave Park School Governing Body
Registered person unique reference number	RP909317
Date of previous inspection	4 November 2014
Telephone number	02072723989

Hargrave Park School registered in 2006. The nursery operates each weekday from 8am until 6pm for most of the year. The provision receives funding for the provision of free early education for children aged two and three years. The provider employs 10 members of staff to work with the children, all of whom have a relevant childcare qualification. The team leader holds qualified teacher status and the other staff are qualified at level 6 or level 3.

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