

# Inspection of N16 Tots And Playgroup

Abney Public Hall, 73a Stoke Newington Church Street, London, Middlesex N16 0AS

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Inspection date: 2 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to arrive in the mornings at this welcoming nursery. They greet staff they know very well and immediately begin to chat to their friends. Children play with activities which are meticulously planned by staff to reflect the children's individual interests. For example, children in the toddler room use their favourite diggers to explore the sensory tray. As a result, children are engaged in their play.

Children have excellent opportunities to explore the outdoors. All children, including those with special educational needs and/or disabilities, go on daily outings which include visits to local parks and gardens, as well as a forest school. Children have many opportunities to develop skills across all areas of learning. In particular, children use their communication and language skills especially well. Children who speak English as an additional language and those with speech and language needs make good progress because staff work with external agencies to provide early intervention and support.

Children behave well because staff are skilled at supporting them to communicate their needs and regulate their emotions. For example, when children get frustrated, staff model good sharing and turn taking. As a result, children play happily with their friends.

## **What does the early years setting do well and what does it need to do better?**

- Staff work with parents to give and receive as much information as possible about their children. As a result, staff know the children well and are able to plan to meet the needs of all children and support their learning.
- Staff regularly assess children's learning, both formally and informally. They have regular meetings with parents throughout the year, which gives staff opportunities to share children's progress and next steps. Staff identify children's next steps and plan activities which build on children's prior knowledge.
- Managers work together with staff to implement a well-sequenced curriculum. There is a strong focus on building children's resilience and self-esteem. This helps children to be well prepared for the next stage of their learning.
- Staff plan opportunities for children to get to know others in the local community. For example, they use public transport to take children to visit the theatre regularly. Staff have previously made links with older people in the community. As a result, children's knowledge and understanding of their local community is strong.
- Staff teach children new and challenging vocabulary. For example, children are learning about recycling and enjoy naming materials, such as glass, plastic and card. Children are beginning to use these new words in their everyday language.

- All staff work well to support children in their play. Occasionally, in group activities, staff expect children to concentrate for too long. As a result, not all children are engaged in their learning.
- Managers and staff work together with a range of external bodies and families to deliver high-quality support to children with a range of additional needs. Consequently, children receive early intervention and parents say they trust the staff to care for their children.
- Staff plan a curriculum which builds on children's prior knowledge. For example, after visiting a local theatre to watch, 'A tiger that came to tea', staff plan a variety of activities to develop children's communication and language. This includes opportunities to explore sand and water, the role-play area and reading stories. As a result, children can remember and talk about their experience of going to the theatre very well.
- Staff talk about how they work hard to create a maths-rich environment. For example, children hold a group of objects in their hands to explore what different quantities look like. This helps children to begin to understand what groups of numbers look like.
- Children behave well. They learn about fairness and sharing, which helps them to understand how their behaviour affects others. Parents visit to talk about their jobs, such as working in law. This leads to a discussion among the children about right and wrong.
- All staff are considerate and treat children with respect. They ask children for consent before carrying out care practices. This helps children to feel valued and they have opportunities to express their feelings and make choices.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager carries out a robust recruitment process to ensure that all staff are suitable to care for children. Staff carry out regular risk assessments to ensure that the premises are suitable and children are kept safe. All staff have a good understanding of their responsibility to protect children and to report any concerns that they have. Management and staff are trained to recognise the signs that may cause them concern when considering the welfare of children. The manager ensures that staff attend regular child protection training and, as a result, staff are able to explain procedures that they follow in order to keep children safe.

## **What does the setting need to do to improve?**

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

- support all staff to organise and plan group activities so that all children are motivated and engaged.

## Setting details

<b>Unique reference number</b>	EY557975
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10175162
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Kimand (UK) Ltd
<b>Registered person unique reference number</b>	RP910966
<b>Telephone number</b>	0208-617-6290
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

N16 Tots And Playgroup registered in 2018. It operates from Abney Public Hall in Stoke Newington. The playgroup opens each weekday, from 8am until 6pm, all year round, except for public holidays. It employs 26 staff to work with the children. Of these, 22 hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Daurge

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and has taken that into account in their evaluation.
- Children spoke to the inspector during the inspection.
- Managers and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector observed a member of staff with children during a joint observation and reviewed this with the manager.
- The inspector observed interactions between staff and children throughout the day.
- The inspector spoke to a number of parents during the inspection and took into account their views and feedback.
- The manager showed the inspector the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector during the inspection.
- The inspector reviewed a sample of the provider's documentation, including Disclosure and Barring Service checks and first-aid certificates.

We carried out this inspection 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.

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