

# Inspection of N16 Tots

4 Defoe Road, LONDON N16 0EF

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Inspection date: 11 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children flourish in this stimulating setting that centres around their individual needs and interests. They demonstrate that they feel extremely safe and settled. Children separate easily from parents and carers. They are immediately engaged and interested in the wide range of activities. For example, babies eagerly crawl over to the sensory tray and begin exploring. The relationship between staff and children is superb. Staff value and celebrate children, and this is reflected in the confidence that children have. Settling-in arrangements ensure that children and their parents receive the sensitive support that they need to make their introduction to nursery as smooth as possible.

Children are busy learners, who play and learn extremely well together. They show excitement and curiosity in the well-resourced environment. For instance, children show fascination as they use their hands to pull, grab and feel cooked and coloured spaghetti during a group activity. Staff effortlessly extend children's learning, by encouraging children to count the pasta and use language, such as 'squishy' and 'long'. This helps the children to develop their communication skills when describing the pasta.

Children display excellent behaviour. They demonstrate the calm and gentle demeanour that staff have, contributing to the wonderfully warm and friendly atmosphere felt throughout. Children engage highly in play. They stay focused and motivated and persevere when a challenge arises. For example, children show great determination as they put the pen lids back on after finishing their drawing.

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

- The quality of teaching is outstanding. Staff plan broad learning experiences that build on what children can do. Staff know children well and adapt activities to meet their individual needs. They weave mathematics skilfully through all activities. For example, staff sing number songs to children as they get ready to go outside. They have quality interactions using repetition and props to engage children in group activities. For example, children who are still developing their language skills choose pictures of the songs that they would like to sing.
- The manager rigorously monitors the impact of the curriculum, staff practice and children's progress. She makes highly effective use of self-evaluation and consultation with staff and parents in order to identify areas for development. The manager's drive for improvement is uncompromising. The ethos and vision for the setting are ambitious and focus on children's positive outcomes. These are shared by the passionate and enthusiastic staff. The manager leads her team extremely well, offering encouragement and guidance. Staff feel supported, empowered and respected.

- Children's personal, social and emotional development is at the heart of staff's work. Staff get to know the families extremely well and plan meticulously to meet children's individual needs. Feedback from parents is overwhelmingly positive. They describe the nursery as 'nurturing' and comment on the progress their children have made with their confidence and language. Parents value the in-depth, daily feedback that they receive from staff.
- Children enjoy a wealth of opportunities to learn about their local community and the wider world. They show excitement and wonder as they spend time in their local park. Children squeal with delight as they catch bubbles, crunch leaves and collect sticks. Staff use every opportunity to introduce children to new vocabulary. As they blow bubbles, they use words such as 'pop'; as children feel the leaves, they use the word 'crunchy'.
- Children's backgrounds, home lives and cultures are celebrated. Staff offer children a wealth of experiences to broaden their horizons. For example, during a recent picnic, children were encouraged to bring different food that they eat at home. Children recently learned about Diwali and staff are preparing a Christmas party, where parents, children and staff can spend time together.
- Staff prioritise healthy lifestyles as they teach children about the importance of hygiene regimes, such as washing their hands before eating. The nursery's menu is healthy and nutritious. Children have countless opportunities to be independent. They enjoy feeding themselves at lunchtime and carefully attempt to spread hummus on their rice cake at snack time.
- Children constantly demonstrate their emerging physical development. They carefully explore the climbing frame, skilfully climbing up and down steps as they do so. Children are curious about the world around them, seeking out adults to share in this wonder. For example, they kindly offer the inspector some shredded paper, a chalk and toy telephone, so that she can join in with their play.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are thoroughly vetted and are trained to provide appropriate care and safety assistance to all children. Staff receive excellent safeguarding training, which helps them to identify the signs that families and children may need extra support. Staff confidently describe the signs of potential abuse and neglect. There are clear systems for reporting concerns and record-keeping is well organised and rigorous. Leaders use this information well, taking the correct action without hesitation. For example, they know that children's attendance is important, and efficient procedures are in place to follow up on children's absence to check that they are safe.

## Setting details

<b>Unique reference number</b>	EY460389
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10214246
<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>	0 to 1
<b>Total number of places</b>	34
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Kimand (UK) Ltd
<b>Registered person unique reference number</b>	RP910966
<b>Telephone number</b>	0207-998-6589
<b>Date of previous inspection</b>	18 November 2016

## Information about this early years setting

N16 Tots registered in 2013. The nursery operates in Stoke Newington in the London Borough of Hackney. The nursery is open from, 8am until 6pm, every weekday, for 49 weeks of the year. It employs six members of staff to work with children. Of these, three hold an appropriate early years qualification at level 2 and above, and one holds a qualification at level 6.

## Information about this inspection

### Inspector

Laura Rathbone

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- A learning walk was conducted across the nursery, to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The views and opinions of children and parents were taken into account during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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