

Inspection of Oldhill School and Childrens Centre Nursery and Out of School Club

Oldhill Street, Hackney, London N16 6LR

Inspection date: 17 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this highly inclusive and nurturing setting. They are incredibly happy and content. Throughout the setting, there is a sense of togetherness, where every child is respected and every child belongs. Leaders, staff, other professionals and parents all work exceptionally well together to provide children at this setting with very high levels of care and education.

The dedicated staff create an extremely broad curriculum based on the children's interests and stages of development. They are highly adaptive to the individual needs of each and every child. Children show confidence as they make decisions about what they would like to learn and explore. For example, children choose to make dough as an activity, deciding as a group on which colour it should be and how to prepare it. Staff show incredible ability in extending children's learning and interests. For example, when children spot some water on the table from snack time and explore the texture, staff quickly fill a tray of water for children to build on this interest. This motivates children to remain engaged for longer.

All staff are excellent role models who encourage children to learn about positive behaviours, good manners and helping their friends. They have gentle conversations with children who are still learning how to share and take turns, explaining why certain behaviours are expected. Older children demonstrate a strong understanding of being respectful and fair. For example, they check with their friends to make sure they have finished their turn, before using equipment, such as bikes.

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

- Leadership is outstanding. Leaders have a very clear vision for children's learning and staff fully share this. They focus their teaching on helping children to acquire the key skills they need for their future learning, including their move to school, such as prioritising their emotional, social, independence and language skills. Leaders and staff are dedicated to helping all children make progress and access the support they need. Children's well-being is at the heart of every decision made. This is what contributes to the exceptional care every child and their family receive. All staff undertake training to develop their skills, qualifications and knowledge even further.
- Children's communication throughout the setting is given top priority. Staff engage children in conversation and provide time for them to think of answers and respond to questions. Staff use signing for children who are still developing their language and understanding. Children are confident to express their thoughts and ideas. For example, children explain to the inspector that they are using crayons to draw lines on the tree to 'gently move the ants, as some people

are scared of ants'. Staff and children regularly burst into song as they transition to different activities, such as tidy-up time or carpet time. Outside, children happily sing 'The Wheels on the Bus' with staff and use chairs to create their own 'bus' to sit on as they sing.

- The support for children with special educational needs and/or disabilities is superb. Staff are passionate about providing the very best support for these children. They work closely with other professionals and parents to obtain additional support and funding that will enhance their learning experiences. Resources, such as visual timetables and 'now and next' pictures, enable children to understand the routines of the day.
- Children have countless opportunities to develop their physical development. The outdoor space has been designed to meet the needs of the children. For example, it provides children with more opportunities to navigate steps and build on their climbing skills. Children move with confidence and ease. Staff fully immerse themselves in children's play and learning outside. For example, children show utter joy, as they lie on the ground and a member of staff uses crayons to draw around their bodies. Children are then encouraged to draw their own features, such as eyes and hair. Children take care of their environment and resources. For example, when children accidentally knock over chairs, without prompting, they carefully pick them up and place them in the correct spot.
- The dedicated staff develop children's uniqueness and characters. They know the children incredibly well and respond appropriately to their needs. A well-established key-person system helps to ensure children's safety and well-being. Hygiene practices are deeply embedded, and staff remind children to wash their hands at key times. Children and their families are provided with a wide range of support around oral health and toilet training.
- Partnerships with parents are exceptional. Parents share how emotional it makes them that staff know their children as well as they do. They comment that their children have made incredible progress, are strong communicators and have learned excellent manners. Parents mention that their children often do not want to leave at the end of each day as they are so engrossed in their play and learning.
- Children are highly independent and enjoy doing things for themselves and leading their own learning. For example, when children spot numbers in the environment, they stop, name the numbers they can see and use their fingers to count. Older children serve themselves food at lunchtime and enjoy predicting what they think will be on the lunch menu.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY339433
Local authority	Hackney
Inspection number	10351711
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	52
Name of registered person	Oldhill School and Childrens Centre Governing Body
Registered person unique reference number	RP527940
Telephone number	0208 806 4130
Date of previous inspection	9 October 2018

Information about this early years setting

Oldhill School and Childrens Centre Nursery and Out of School Club registered in 2007. It is situated in the London Borough of Hackney. The setting is open every weekday from 8am to 6pm, 48 weeks of the year. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children. There are 15 members of staff, all of whom hold appropriate early years qualifications to level 7, and one has qualified teacher status.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The manager carried out a joint observation of a group activity with the inspector.
- During the inspection, the manager went on a learning walk around the nursery with the inspector.
- The inspector observed the interaction between staff and children and spoke with children when appropriate.
- During the inspection, the inspector considered the views of staff and parents.

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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