

# Rowland Hill Under 2's

**Unique reference number (URN):** 2821624

**Address:** Rowland Hill Centre For Childhood, 315 White Hart Lane, London, N17 7LT

**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 20/12/2024

**Registers:** EYR

**Registered person:** Haringey Early Years School Alliance

## Inspection report: 15 September 2026

|                    |                                                                                     |
|--------------------|-------------------------------------------------------------------------------------|
| Exceptional        |                                                                                     |
| Strong standard    |  |
| Expected standard  |                                                                                     |
| Needs attention    |                                                                                     |
| Urgent improvement |                                                                                     |

### Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

All children are very well prepared for their next stage of learning. They develop the independence and self-care skills they need to manage age-appropriate routines confidently and take increasing responsibility for themselves. Children make very good progress across all areas of learning from their individual starting points. Staff have high expectations for every child and provide the right support at the right time, enabling children to develop a rich breadth and depth of knowledge and skills. This is particularly evident in babies, who make very good progress across all areas of their development and benefit from experiences that reflect their individual interests and developmental needs. Staff place a significant focus on communication and language, which has a positive impact on children's ability to communicate. Babies confidently vocalise, gesture and respond to one another and to staff, developing early communication skills through positive and highly responsive interactions. Children are happy, settled and secure. They confidently explore their environment, engage in learning and develop the skills they need to continue their learning successfully.

### Behaviour, attitudes and establishing routines

Strong standard ●

Staff set high expectations for children's behaviour, while carefully considering what is reasonable and developmentally appropriate for babies. The key-person system helps staff build respectful, trusting relationships with children, providing a secure foundation for positive behaviour and interactions. Staff consistently remind children of what they expect, and use kind, respectful approaches to help children understand and manage their behaviour. They know children very well and use thoughtful, individualised strategies that support each child to respond positively. Staff lead by example, modelling kindness, respect and positive interactions throughout the day. Babies and young children learn to treat others with kindness and consideration.

Staff provide highly stimulating opportunities for babies to develop their ability to focus and concentrate. During daily 'talking time', babies are highly engaged in songs and stories. They show enthusiasm as they listen, respond and interact with staff and one another. Staff also introduce vocabulary linked to feelings, helping babies begin to recognise and express their emotions. Leaders closely manage attendance and work with families to establish positive routines. This supports children to attend consistently and benefit fully from the rich range of experiences the setting provides.

### Children's welfare and wellbeing

Strong standard ●

Children benefit from a welcoming and nurturing environment where they feel secure, valued and confident to explore. Highly effective settling-in arrangements respond thoughtfully to each child's individual needs and help children develop secure relationships from the outset. Leaders and staff have a deep knowledge of children and their individual needs, which informs carefully considered procedures and routines. Children have plenty of opportunities to make choices about what they want to play with, supporting their independence, curiosity and enjoyment. They thrive outdoors, where they access a vast

range of stimulating activities that encourage them to move their bodies, develop physical skills and learn to take safe risks. Staff provide appropriate challenge, including opportunities for children to climb and develop confidence in their physical abilities.

Well-structured daily routines support children's emotional wellbeing and help them recognise and begin to understand their own feelings. Mealtimes provide valuable opportunities for staff to talk with children about healthy choices, while also creating a warm and sociable experience for babies. Staff implement consistent hygiene routines and help children understand the importance of washing their hands and making healthy food choices. Children's individual needs remain central to their welfare and wellbeing, enabling them to feel safe, settled and confident to make the most of the rich experiences available to them.

## **Curriculum and teaching**

**Strong standard** ●

Leaders and staff plan a carefully considered, fully embedded curriculum that places children's consistent development at the forefront. Staff have a thorough understanding of what they want children to learn, children's developmental milestones and the importance of sequential learning. They consistently build on what children already know and can do, extending their knowledge and skills through thoughtful and purposeful experiences. Highly effective assessment systems enable staff to reflect carefully on what children know and can do and to identify personal targets. Staff share these across the team, ensuring that everyone understands what each child is working towards and can provide consistent support.

Staff interactions extend and deepen learning. For example, staff create an exciting outdoor band, where children enthusiastically sing loudly together while playing drums, xylophones and saucepans. Staff encourage children to listen to one another, explore sounds and confidently express their ideas. This develops communication skills, confidence and musical awareness.

Staff provide rich and engaging opportunities for communication and language through everyday interactions, repetitive songs and high-quality focus books. Children develop mathematical thinking through repeated experiences such as counting stacking rings and discussing quantity in the sand tray. Staff place a high value on children's personal, social and emotional development and foster an environment where children become increasingly independent, enthusiastic learners who develop a positive sense of their own worth. Staff thoughtfully promote equality and diversity, valuing children's family backgrounds and celebrating the school community.

## **Inclusion**

**Strong standard** ●

Inclusion is fully embedded throughout the setting, with a consistent focus on ensuring that every child can access and participate in all aspects of learning and play. Leaders have high expectations for all children and take effective action to identify and reduce barriers to learning, development and wellbeing. Adaptations to the environment, activities and resources are naturally incorporated into everyday practice to meet individual needs. Effective assessment and observation systems enable staff to identify emerging needs at an early stage and implement appropriate strategies promptly. Staff are confident in identifying

and responding to emerging additional needs and understand how to adapt activities, resources and their approach when required. Leaders work highly effectively with parents and relevant outside agencies to seek appropriate advice and ensure that identified needs are met promptly.

Particular consideration is given to children who may face additional barriers. Leaders understand how early years pupil premium funding can be used effectively to provide targeted resources and experiences that reflect children's individual circumstances. This ensures that the setting is well prepared to reduce barriers and enable children to access a rich and inclusive range of experiences. Leaders use thoughtful partnership working and responsive practice to ensure children's needs are understood and addressed promptly, enabling all children to learn, develop and thrive.

## **Leadership and governance**

**Strong standard** 

Leaders have high expectations for their team and the quality of provision. They have a solid understanding of their setting and use this knowledge to ensure practice reflects the individual needs of children and families. Leaders consistently analyse the setting, identify areas for improvement and take thoughtful action to enhance experiences and outcomes. Partnerships with parents are highly effective. Excellent information-sharing, including through daily handovers and parent workshops, enables staff to develop a thorough understanding of children's family circumstances. This helps children thrive and ensures that families feel valued and involved.

Leaders provide excellent training opportunities and regular supervision, enabling staff to reflect on their practice and identify how they can improve their impact. Staff feel valued and committed to providing consistently high-quality care and education. Leaders take effective action to identify and reduce barriers to learning so that children can make the best possible progress and thrive. Transitions are managed very effectively, enabling children to move on seamlessly to their next stage. Leaders demonstrate foresight through a highly reflective approach to improvement. For example, they have introduced a new training programme to help practitioners further prioritise children's wellbeing and ensure that children feel safe, empowered and able to achieve.

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## **What it's like to be a child at this setting**

Children thrive in this calm and nurturing setting. From the outset, children and their parents benefit from tailored settling-in arrangements that help them feel valued, secure and

confident. Effective information-sharing between parents and staff fosters connected relationships and enables staff to build an understanding of each child's individual needs and routines. Children experience an embedded curriculum that provides consistent opportunities to develop excellent communication and language skills. Children learn how to express themselves through regular routines and skilful interactions from staff. Children are confident communicators and are well prepared for their next stage of learning.

Children's emotional wellbeing is consistently prioritised. Staff provide respectful and responsive care that reflects children's individual needs and circumstances. This helps children feel safe and secure, and gives them confidence to explore, play and learn. Children form established relationships with staff, who are warm, caring and readily available to guide them through their experiences and routines. Children acquire independence skills and are encouraged to take increasing responsibility for themselves. They behave well and remain engaged in their learning. Regular attendance is promoted, enabling children to make the most of the experiences on offer and fostering positive attitudes towards learning, independence and successful transitions.

Partnerships with parents are highly effective. Parents are consistently involved in their children's experiences and are valued as partners in their children's learning and development. Children's individual circumstances are always considered by staff, and staff work thoughtfully to remove potential barriers to participation. Children's experiences are extended beyond the setting through targeted workshops for parents, online resources and guidance for learning at home. Children benefit from the setting's excellent links with the local community, including well-established partnerships with the children's centre. This enables children and their families to access a wider range of resources, opportunities and support that complement their experiences.

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## Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help, in order to realise a transformational impact on all children's achievement and wellbeing.

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## About this inspection

The inspector spoke with leaders, staff and parents during the inspection.

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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**Inspector:**

# About this setting

**Unique reference number (URN):** 2821624

**Address:**

Rowland Hill Centre For Childhood  
315 White Hart Lane  
London  
N17 7LT

**Type:** Childcare on non-domestic premises

**Registration date:** 20/12/2024

**Registered person:** Haringey Early Years School Alliance

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

**Local authority:** Haringey

# Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 15 September 2026

## Children numbers

**Age range of children at the time of inspection**

**1 to 1**

**Total number of places**

**12**

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# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

## Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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