

Inspection of The New Barnet Day Nursery and Pre-School

54 Station Road, New Barnet, Barnet EN5 1QG

Inspection date: 21 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Leaders have made significant improvements since the last inspection. They know the importance of working in partnership to bring about positive change to improve outcomes for children. They have gathered feedback from families and improved relationships with external agencies. The special educational needs coordinator (SENCo) and staff work together to assess children to ensure they are given additional support at the earliest opportunity. Leaders have reflected on staff practice and have improved knowledge and understanding of safeguarding and skills to help to support children's language development.

Staff have strong relationships with children. Children show excitement and happiness as they see familiar staff. Leaders have a well-planned curriculum that staff implement through children's interests. Babies are enthusiastic to engage in sensory experiences, such as water and citrus fruit. Pre-school children are curious to explore new materials when creating statues. Staff have realistic expectations of children, and in turn, children are confident to share their achievements with staff.

Staff are positive in their interactions and praise children to reinforce good behaviour. Staff are quick to recognise what children are communicating through their behaviours, which means they can respond to their needs appropriately. This helps children to feel safe and secure.

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

- Leaders have a clear sequenced curriculum in place. They focus on supporting staff to understand child development and how to implement the curriculum within each age group. Leaders provide training in staff meetings to continuously improve staff knowledge. Staff reflect on training and how they can support each child individually. This helps children to be prepared for their next stage in learning.
- Staff have a good knowledge of children's individual interests and next steps in learning. They use observations to plan interesting activities. Children develop fine motor skills as they use a range of tools in sensory experiences. In the garden, children practise their gross motor skills as they run around cones during football time and build large structures in the construction area.
- Staff support children's communication and language skills well. Toddlers enjoy singing familiar songs and rhymes. Staff engage older children in conversations and support them to hear new words. This helps to extend children's vocabulary.
- Children develop a love of books and reading. Babies sit with staff to listen as they read their favourite stories, and they then go and choose books to look at independently. Additionally, leaders have developed a lending library to encourage parents to share books at home. This helps children to develop a

positive attitude to books, which supports their early literacy skills.

- Leaders have focused on building an established key-person system in the nursery to ensure that children have secure attachments. Parents say that they feel the team has made huge improvements since the last inspection, and they are now more confident about who their child's key person is and who to report to if they are absent.
- Recent staff changes in the toddler room mean there has been a change in consistency, and there are times when the routine does not run as smoothly as possible. This means that, occasionally, children can become disengaged and unsettled.
- Staff have clear expectations of children's behaviour and support them well. Children behave appropriately and play cooperatively with their friends. Children are beginning to express how they feel. However, staff do not always help children to use a wider range of words to express how they are feeling, to help support their emotional development.
- Children are confident in the routine of the day and get excited by mealtimes. Very young children rush to the sink to wash their hands, and toddlers are eager to get into the garden when it is their turn. Staff talk to children about the effects of exercise on their bodies. Children listen carefully to their heart beating after physical activity. This helps children to begin to learn about self-care. However, staff do not consistently support children's understanding of personal care routines to stop the spread of germs.
- The SENCo and staff are quick to identify children who are not at their expected levels of development. They share information with parents and work in partnership with other professionals to develop next steps in learning. This helps children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the many different reasons why children may be at risk of harm, and they know the signs and symptoms to be aware of. Leaders are aware of how to correctly report allegations about members of staff to the correct external agencies in their local authority. Staff are trained in paediatric first aid and know the correct procedures to follow. Risk assessments inform staff practice and ensure that children are not exposed to hazards. Staff deploy themselves effectively, indoors and outdoors, to supervise children. They count them as they move around the nursery.

What does the setting need to do to improve?

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

- evaluate and minimise the impact of staff changes to ensure that children's

- needs are met consistently
- provide staff with support to help children understand and express their feelings and behaviour
 - ensure that staff consistently promote good health to support children's understanding of the various ways germs can spread.

Setting details

Unique reference number	2684856
Local authority	Barnet
Inspection number	10289657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	56
Number of children on roll	35
Name of registered person	Little Garden Day Nurseries Limited
Registered person unique reference number	RP519313
Telephone number	0208 441 6728
Date of previous inspection	29 March 2023

Information about this early years setting

The New Barnet Day Nursery and Pre-School is located in the London Borough of Barnet and re-registered under new ownership in 2022. It is open on weekdays, from 7.30am to 6.30pm, all year round, apart from bank holidays and in between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs 19 members of staff; of whom 10 hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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