

# Beaufort Park Nursery

1 Heritage Avenue, Hendon, London NW9 5FW



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|--------------------------|----------------|
| <b>Inspection date</b>   | 23 May 2019    |
| Previous inspection date | 10 August 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The new manager has reviewed and reflected on the quality of practice to bring about positive changes in the nursery. She works closely with individual staff to enhance their professional development. The manager has helped the staff team to work more cohesively together to benefit children.
- All staff understand how to protect children from harm. They give children time to explore and investigate while closely supervising them. Staff deploy themselves effectively to support children and keep them safe.
- Staff help children to develop close bonds and grow in confidence. Children settle in well. They form good relationships with their key person and other staff and children.
- Staff know their key children well. They plan a good range of activities, across all areas of learning that help children gain the skills they need to be ready to move on to the next stages in their learning. Children make good progress from their starting points.
- The manager collects data about children's development but she does not analyse the accuracy of the assessments staff make or use this to enhance teaching and learning for children.
- The partnerships with parents are good. However, not all staff engage parents to make regular contributions to their children's development to support a consistent approach for their progress and ongoing development.

## What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring staff's assessments of children's development to identify less obvious gaps in teaching and enhance learning for children
- enhance the partnership with parents to involve them in regular contributions to their children's development records to help strengthen assessments and the review of children's progress.

### Inspection activities

- The inspectors observed children taking part in a range of activities, indoors and outdoors.
- The inspectors spoke with staff and observed their teaching.
- An inspector carried out a joint observation with the manager.
- The inspectors spoke to parents and children, taking into account their views.
- The inspectors viewed a range of documentation, including staff's suitability checks, children's development records and attendance registers.

#### Inspectors

Ruth George

Catherine Greene

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff understand how to keep children safe from harm. Staff are well deployed. They engage with children while being vigilant about their safety as they play. There is regular training and the manager and deputy spot check staff's safeguarding knowledge. For example, they use scenarios that may show a child is at risk of harm and ask staff to explain what they would do and who to report any concerns. All staff have a good understanding of how to protect children's welfare. Newer staff talk about the good company induction and on-site training. Staff have regular opportunities to discuss their practice and the progress of their key children at supervision and during staff meetings. The manager has recently provided staff and parents with a workshop to support their understanding about why some children bite and ways to support children to manage this behaviour positively.

### Quality of teaching, learning and assessment is good

Staff engage children in activities that hold their attention because they are interested and excited to learn. Key persons know their children well and plan focused activities to help children progress towards their next steps in learning. Staff interact alongside children's independent play. They watch the children and provide challenge to build on what they know and can do. Staff encourage babies to explore and investigate how objects feel and sound. They engage babies in conversation, repeating back non-verbal utterances and modelling language. Toddlers develop a wealth of vocabulary while staff interact and describe their actions. Staff engage older children with props, such as small white boards to encourage them to practise writing. Staff develop children's counting skills using games, for example as babies build brick towers and knock them down.

### Personal development, behaviour and welfare are good

Staff help children to become independent and confident learners. They explain to children why some behaviour is not acceptable in a language they understand. From an early age, children learn right from wrong, to be kind and take turns. Staff teach children how to keep themselves safe as they play. For example, when children dress up and use blankets to be princesses with capes, staff remind them to hold up the veil so not to trip. Staff join in children's imaginary games. They talk to children in the 'farmer's market' about what they are selling, promoting their understanding of healthy choices and asking questions, such as 'Is that good for you?' Staff establish good relationships with parents. Parents express how much their children love to attend. One parent commented, 'They teach him things that we do not teach him at home. He has new ideas.'

### Outcomes for children are good

Children are active, motivated and confident learners, including those who need extra help or with special educational needs and/or disabilities. Children of all ages are imaginative. They take great pleasure in dressing up and select roles in imaginary games, such as firefighters and princesses. Older children like to look at books, happily exploring them on their own or with others. Toddlers recalled a story and 'belly laughed' as staff hopped round the garden like a frog. Babies develop social skills and enjoy babbling to each other.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY365196  |
| <b>Local authority</b>                           | Barnet  |
| <b>Inspection number</b>                         | 10100627  |
| <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</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 120   |
| <b>Number of children on roll</b>                | 106   |
| <b>Name of registered person</b>                 | Bright Horizons Family Solutions Limited  |
| <b>Registered person unique reference number</b> | RP901358  |
| <b>Date of previous inspection</b>               | 10 August 2018  |
| <b>Telephone number</b>                          | 0208 732 7940   |

Beaufort Park Nursery registered in 2008 and is located in Hendon, in the London Borough of Barnet. The nursery is open each weekday from 7.30am to 6.30pm and operates all year round. The provider receives funding to offer free early education for children age three and four years. There are 30 members of staff. Of these, five staff including the manager hold a qualification at level 6, 11 staff hold a qualification at level 3 and six staff hold a qualification at level 2.

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