

Bush Hill Park Day Nursery and Pre School

2 Queen Anne's Place, Bush Hill Park, Enfield, Middlesex EN1 2PX



Inspection date	16 November 2018
Previous inspection date	18 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

The provision is good

- Leaders evaluate the provision well and they have addressed the recommendations from the previous inspection effectively. For example, staff plan and support children to develop their mathematical skills very well.
- Children display positive behaviour. For example, they form close friendships with other children, show kindness and willingly encourage them to join their play.
- Staff use information from parents to help identify children's interests and needs at the start of their placement. They provide stimulating opportunities for children to enjoy and to help them make good progress.
- Staff work together effectively to implement the daily routines, policies and procedures to ensure they provide high-quality services to children.
- The strong partnerships with parents and other professionals help to improve children's speech and language development.

It is not yet outstanding because:

- Staff do not consistently set clear targets to support younger children to develop further their understanding and listening skills.
- The manager does not use the monitoring system as precisely as possible to address some gaps in younger children's assessment swiftly, to make full use of opportunities available to strengthen their development even further.

What the setting needs to do to improve further

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

- increase opportunities to strengthen younger children's understanding and listening skills further
- make better use of the system to track groups of children to ensure staff thoroughly assess and use opportunities available to extend younger children's overall development.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders implement a thorough recruitment and vetting process to ensure staff are suitable to work with children. Staff benefit from attending safeguarding training and they have a secure understanding of their role to protect children within their care. They are familiar with the procedures to report any concerns promptly to the relevant authorities. The manager supports staff development well, by arranging regular supervision, appraisal and training. This helps staff to enhance their practice and improve children's learning opportunities further. Staff strong partnerships with parents ensure they share regular information about children's interests and what they need to do next. The manager considers children's and parents' feedback when evaluating and setting actions to strengthen the quality of the provision.

Quality of teaching, learning and assessment is good

Staff observe older children's learning effectively and they use this information to plan interesting opportunities to support their development. Staff make good use of activities to support older children's speaking skills. For example, they ask thought-provoking questions to encourage them to think and talk about their play. Staff support older children's literacy skills well. For example, they provide access to writing materials for them to practise to make marks and they encourage them to put meaning to their marks. Children show interest in a range of sensory and creative resources, and they learn how to use them to make designs and bring different ideas to life. For example, staff make children aware of the Children in Need charity and provide yellow play dough for them to design their own Pudsey bear. Staff support younger children to develop good mobility and coordination. Younger children learn to grasp and handle a range of age-appropriate resources successfully. For example, they learn to stack blocks on top of each other.

Personal development, behaviour and welfare are good

Children are happy at the nursery and form close attachments to their key person. Staff support children's personal and emotional development well. For example, older children enjoy the responsibilities of carrying out small tasks and younger children learn to manage some self-care needs, such as feeding themselves. Children are clear about their interests and they learn to lead their own play confidently. Children develop their social skills effectively. For example, younger children share and take turns to use resources. Staff support children to develop good health and well-being. For example, they encourage them to wash their hands and provide healthy food for them to eat.

Outcomes for children are good

Children make good progress in relation to their starting points. They develop the skills to support the next stage in their learning and prepare them for school. For example, older children learn to count and compare the sizes of different items. They develop their independence and confidence well. Children enjoy role-play activities and they use their imaginations effectively. They operate and use a range of technological toys successfully. Younger children enjoy a dance activity and they learn to move their bodies in different ways.

Setting details

Unique reference number	EY286582
Local authority	Enfield
Inspection number	10062871
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	52
Number of children on roll	63
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	18 February 2016
Telephone number	020 8364 2908

Bush Hill Park Day Nursery and Pre School registered in 1990. It is situated in Enfield, within the London Borough of Enfield. The nursery's opening hours are from 7.30am until 6.30pm on Monday to Friday, throughout most of the year. The nursery receives funding for the provision of free early education to children aged three and four years. There are currently 29 staff. Of these, one member of staff holds qualified teacher status, two staff hold early years qualification at level 6, and 14 are qualified at level 3 and 2.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

