

Beaufort Park Nursery and Preschool

2 Heritage Avenue, Hendon, London, NW9 5FW

Inspection date	07/11/2013
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff interact effectively with the children helping them make good progress in their learning and development.
- Children who speak English as an additional language make good progress and are well supported by staff to continue practising their home languages in the nursery.
- The nursery is especially effective in supporting children with special educational needs and their families to promote their inclusion.
- The manager and staff are proactive in constructing effective partnerships with parents and other professionals, which benefit all children.
- The manager equally cares for children, families and staff, knowing that a well trained staff team who is motivated to work delivers high standards of care, education and provision.

It is not yet outstanding because

- Staff do not always use puppets and props to animate the stories they choose for story time, so on those occasions younger children sometimes lose interest.
- On occasion children have to wait between their play times and washing hands routines, which is not the best use of their time.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children at play in a variety of situations indoors and outside.
- The inspector carried out joined observations with the room leader and manager.
- The inspector had discussions with staff, parents and children.
- The inspector sampled a selection of documentation including evidence of staff suitability to work with children and policies and procedures.

Inspector

Ileana Shirley-Smith

Full report

Information about the setting

Beaufort Park Nursery is owned by the company Bright Horizons. It registered in 2008 and operates from the ground floor of a new, purpose-built building in Hendon, in the London Borough of Barnet. Children are grouped by age into group rooms for children aged from birth to five years. There are fully enclosed areas adjacent to the group rooms for outdoor play.

There are currently 97 children on roll in the early years age group. Children attend a variety of sessions each week. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery employs 25 staff who work directly with the children. Of these, 22 hold relevant qualifications.

What the setting needs to do to improve further

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

- support children's literacy and attention and listening skills further, for example by exploring the use of puppets and props to animate story telling
- improve transition periods between play times and routine activities, such as hand washing so that children do not have to wait for extended periods of time

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and constantly busy, enjoying a variety of interesting and stimulating activities. Adults have a good understanding of children's needs and know how to organise the environment so that children are engaged and interested in what they do. As a result, all the children make good progress in their learning and development from their starting points.

Children explore a variety of textures and learn about materials and mixtures. For example, young children explore the texture of wet paint in a large builder's tray. Older children use paintbrushes and express their creativity using the painting easel set up outdoors. Other children model their own creations using play dough and comment on the fact that it is 'really sticky'. Adults listen to the children and offer them extra dry flour to add to the sticky play dough, helping to extend their play and learning. Children learn about living creatures and develop an interest in looking at features of a worm with a magnifying glass. They play with magnets and experiment to see which materials will be attracted to the magnets. Such interesting resources organised by adults help maintain

children's curiosity and eagerness to learn.

Adults regularly read story books to children, helping them develop their communication and language skills. Staff organise a comfortable environment with sofas and cushions on which adults and children can look at books together. For example, children sit on a member of staff's lap as they enjoy touching the furry animals which pop out of the pages in a textured book. However, staff do not always make the most of resources, such as puppets and props to animate story times, which results in some younger children losing interest and attention. Children practise their number skills as they count fruit at snack times. They learn to hear and recognise letter sounds in words and begin to recognise their initials. For example, children are able to recognise the letter 'T for Tinkerbell' in a favourite story about pirates. This means that children make good progress towards the early learning goals and are well prepared for school.

Children who learn to speak English as an additional language make good progress in their learning and development. They listen and participate in stories and play make-believe games in the home corner, giving them opportunities to practise speaking as they play. Adults learn about children's home languages and organise the environment in such ways as to demonstrate to families that all home languages are valued and important for children's healthy development. Children who have additional needs make consistent progress from their starting points. Staff have high expectations of all of the children and organise challenging activities to promote their development and learning. Each child is assigned a key person who knows the child's developmental needs and who maintains a strong partnership with the child's parents to support the children's care, learning and development.

Staff consistently monitor children's progress and communicate this to parents both formally and informally on a regular basis so they are actively involved. Parents are invited to participate in their children's learning and development through various systems of communication as well as daily interactions. The nursery staff organise a range of activities for parents, so that they meet other parents and participate in the life of the nursery.

The contribution of the early years provision to the well-being of children

Children form secure emotional attachments with their key person, which makes them feel safe and happy. This results in children being confident and independent in their explorations. The nursery has clear and well-established routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards one another and play well together in the nursery. Adults use consistent strategies and give children clear guidance about how to behave in social situations, how to share resources and take turns. Consequently children develop good personal and social skills. Daily routines such as morning snacks are well planned so as to not interrupt children's play and explorations. Children are encouraged and guided in laying the table for lunch and participate in tidying up after they have finished eating. Adults prepare utensils and resources in which children can collect 'left over' food stuff and

used plates. This helps children become independent and develop a sense of responsibility.

Staff give highest priority to the safety of children. They organise the environment in such a way as to encourage children to assess dangers by themselves and learn to keep themselves safe. Staff teach children about the importance of minimising risks of spreading infections and children learn to regularly wash their hands before and after certain activities. However, children sometimes have to wait for extended periods as they line up to wash their hands, which has a small impact on their play and learning.

Children have a healthy lifestyle while at the nursery. They enjoy fresh air and physical exercise daily in their enclosed outdoor space where children practise using tricycles and take part in circle dances. Children enjoy a balanced diet with healthy meals freshly prepared on the premises. The cook joins the nursery staff in organising cooking sessions with the children, which helps children learn about mixing cooking ingredients and to appreciate healthy foods. The nursery offers children spaces to relax and be comfortable as well as be active and explore. Younger children who need a sleep rest in their rooms in comfort on individual mats.

Children are confident and independent. They cooperate and play well with each other, as they organise make-believe games and imagine together. Children learn to look after themselves and each other. They learn to appreciate different languages and cultures in the nursery and are well prepared for the next stage in their lives.

The effectiveness of the leadership and management of the early years provision

The manager works closely with the whole staff team to maintain high standards in the nursery. She has a very good understanding of young children's needs and is confident to lead by example as well as supporting staff in doing their best for the children. The manager is a caring and approachable leader who prioritises the welfare of the children, families and the welfare of her staff team. Adults have good knowledge of safeguarding and are aware of the potential signs which may trigger concerns about a child's welfare. This means that children are protected from harm. The nursery has good procedures in place if they need to report any safeguarding concerns about staff, to ensure children's welfare is protected at all times. The nursery implements robust recruitment and vetting procedures to help to ensure only suitable adults work with the children. Staff maintain all required documentation to contribute to the safety and well-being of all children in the nursery.

The manager leads regular staff meetings in which staff discuss activities they plan for the children. The manager regularly checks children's progress folders in meetings with each key person. This ensures that the monitoring of children's progress in learning and development is consistent. Assessment systems in the nursery are effective and precise, which contribute to children's good progress in learning. Staff are able to identify any additional needs at an early stage and the manager then can proceed to organise effective

early interventions. The manager regularly compiles data to form an overview of all the children's progress. This helps staff to develop any less effective areas of play and learning to further improve outcomes for children.

The manager supports innovative projects staff organise with the children to extend their learning and development. For example, the manager obtained a 'wormery' in response to children's interest in living creatures so that children can observe living worms at close range and increase how they understand the natural world.

The manager offers continuous support to her staff in their work and professional development. She regularly observes play and learning sessions and gives feedback to staff to ensure that these are of the highest standard and that they continue to drive improvement in their practice. The manager regularly meets with staff members and discusses further professional training, being supportive of staff who plan to upgrade their qualifications. This results in a great majority of staff being qualified and confident in their work with the children.

The manager is proactive in developing a wide range of partnerships with parents and with outside agencies. She works closely with the local authority and health professionals and organises cohesive support for all the children who attend the nursery, including children with additional needs. The manager collaborates with local schools and neighbouring nurseries, which ensures children's smooth transitions to other settings. The manager and her team are ambitious and reflect on their practice to evaluate the provision and identify priorities for improvement. They demonstrate that they are capable to raise standards in the quality of the provision and do the best for all the children and families attending.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY365196
Local authority	Barnet
Inspection number	914910
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	120
Number of children on roll	97
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	24/08/2009
Telephone number	0208 732 7940

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.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2012

