

Barnet Hospital Nursery

Barnet Hospital, Wellhouse Lane, Barnet, EN5 3DJ



Inspection date	27 March 2017
Previous inspection date	24 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Staff provide a stimulating and welcoming environment. For example, the outdoor area is particularly well equipped and used effectively by staff to support children's physical development.
- The manager has taken positive steps to improve her leadership since the last inspection. She now continually monitors staff practice and makes targeted improvements which have a positive effect on children's progress.
- Staff are enthusiastic and motivated. They provide children with high-quality play and learning experiences and are secure in their knowledge of how children learn.
- The key-person system works well to provide continuity in children's care and learning. Children are secure in their relationships with staff and are happy and settled.
- Staff help children to develop positive social skills. Children receive good support from staff to understand how to behave well and stay safe.

It is not yet outstanding because:

- Staff do not consistently connect their praise to what children do. As a result, sometimes children do not fully understand what they have achieved.
- Although parents receive valuable information about their children's care, staff do not always make the most of all opportunities to provide information about children's development and learning.

What the setting needs to do to improve further

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

- use praise more purposefully so that children can understand what they have achieved
- enhance opportunities for parents to receive as much information about their children's learning and development as possible.

Inspection activities

- The inspector observed several activities including outdoor play.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records, documents relating to the suitability of staff and the nursery's self-evaluation documents.
- The inspector talked to staff, children and parents to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare and know the procedures to follow. Staff have completed relevant training about how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Recruitment and induction procedures are effective, helping to ensure staff are suitable to work with children. Significant improvements have been made to staff's professional development. Staff are now provided with regular training and use this to improve their practice and outcomes for children. For example, staff use training they attended on how children learn to design activities that follow children's interests. More effective self-evaluation helps the manager target areas for improvement. For example, parents praise the regular newsletter they now receive.

Quality of teaching, learning and assessment is good

Children benefit from improved learning opportunities. For example, they make their own 'snow' to enrich their small-world play. Children's progress is consistently monitored and staff plan carefully for the next steps in each child's learning. The individual needs of children are met well. Staff work with other relevant professionals when needed. Staff extend children's learning through skilful questioning. They give children time to think and answer in their own words. Children learn about the natural world. For example, they grow flowers and find worms, which they are excited to show adults.

Personal development, behaviour and welfare are good

Staff are sensitive and caring. They are good role models for the children in their care. Children learn to respect and care for each other and their environment. For example, children are encouraged to choose their own resources and learn to tidy them away. These skills help prepare children for the next stages in learning, including school. Children learn about their local community and benefit from trips to the local shops and library. They learn about their similarities and differences. For example, staff create photograph books for the children containing pictures of their families and special people.

Outcomes for children are good

Children are confident, sociable and motivated learners. They experiment and test their ideas, for example, when pouring water, digging holes and making 'mud custard'. They enjoy problem solving and discuss how to keep safe while building bridges to walk across. Children use their mathematical skills when creating their own activities, for instance, they count their footsteps as they walk along a balancing bar. Children make good progress from their different starting points.

Setting details

Unique reference number	EY482401
Local authority	Barnet
Inspection number	1086908
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	42
Name of registered person	Royal Free London NHS Foundation Trust
Registered person unique reference number	RP534047
Date of previous inspection	24 March 2016
Telephone number	02082164910

Barnet Hospital Nursery registered in 2014. The nursery is open Monday to Friday from 7am to 6pm. There are 11 members of staff, all of whom hold appropriate early years qualifications from level 2 to level 4.

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