

# Hephzibah Day Nursery Limited

Beulah Apostolic Church, 130 Church Road, London NW10 9NH



<b>Inspection date</b>	11 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 manager seeks feedback from parents and implements advice from external practitioners to help her evaluate and develop the service. For example, information about children is regularly reviewed with parents. This helps staff to plan challenging and appropriate activities for children.
- Children enjoy attending the nursery. They build good relationships with staff and each other. Children confidently complete tasks, such as helping staff to prepare for lunch. This helps them to develop independence and acquire good social skills.
- Staff communicate effectively with parents and other professionals. They share information about children's learning and development, and contribute to assessments made by outside agencies. This leads to positive outcomes for children, including those who may not progress as expected.
- Staff provide opportunities for children to count, recognise numerals and solve number problems. This contributes well to children's good mathematical development.
- The manager and staff provide an inclusive and flexible service. They welcome children and families with diverse needs and backgrounds. Parents and carers value the support they receive.
- Staff do not routinely give children time to choose and explore activities before they are cleared away.
- Some children have few opportunities to recognise and use the languages that they hear at home.

## What the setting needs to do to improve further

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

- review arrangements for daily routines to allow children sufficient time to choose and explore what is available, inside and outdoors
- extend opportunities for children to develop and use their home language as they play and learn.

### Inspection activities

- The inspector reviewed policies and procedures, staff records and documentation relating to children's learning and development.
- The inspector observed activities and the quality of interactions between staff and the children, and assessed the impact of these on children's learning.
- The inspector observed an activity and discussed this with the manager.
- The inspector held discussions with staff at appropriate times.
- The inspector sought the views of parents during the inspection.

#### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff demonstrate their knowledge of how to keep children safe. They understand the potential risks posed to children, and know how to report concerns if they arise. The manager takes steps to evaluate her service and make improvements. For example, the action plan identifies areas for further development, such as more opportunities for outdoor play. Staff receive effective support to develop their teaching practice and improve outcomes for children. The special educational needs coordinator works in partnership with outside professionals to help these children get the extra help they need with their learning. She uses her knowledge of referral processes to access additional funding and gives effective support and advice to staff.

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

Staff know the children well and use effective methods to engage them in activities. For example, children who are less confident speakers and those who have social and communication difficulties use visual aids to help them choose songs. Staff develop a two-way flow of information with parents about children's learning and achievements. Children's learning away from the nursery is included in assessments, and regularly shared. Staff work well with other professionals to develop targeted plans to address gaps in children's learning and development. Staff give good support for children's mathematical development. They offer additional challenge to the more able children, for instance as they ask them to add and take away. Children match and sort, and work out 'how many', as they help to prepare for lunch.

### Personal development, behaviour and welfare are good

Staff work closely with parents and provide good support for children's individual care needs. For example, they discuss how to encourage children to eat a wider range of food. Pre-school children who receive extra support show that they are able to join group activities and follow instructions. They demonstrate appropriate social skills during mealtimes. Staff engage with children's proposed schools and share information about how children learn best. This helps to prepare children for their move to school and supports continuity of children's care and learning. Children behave and play together well. Staff support children's independence, for example when they allocate helpers to cut fruit for snack, or to help at circle time. Staff demonstrate their understanding of how to implement procedures to help ensure children's safety, for example when taking children to visit the local park.

### Outcomes for children are good

Children who need extra help with their learning make choices during group activities. They demonstrate their increasing independence and physical control, for example when they serve themselves during mealtimes. Boys use their imaginations as they pretend to cook. Confident speakers enjoy leading circle-time discussions with their friends. Pre-school children show an interest in books and use pens with increasing control. Children move their bodies well. They show high levels of enjoyment as they dance and sing to drumbeats with their friends.

## Setting details

<b>Unique reference number</b>	EY544548
<b>Local authority</b>	Brent
<b>Inspection number</b>	10099021
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Hephzibah Day Nursery Limited
<b>Registered person unique reference number</b>	RP905894
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088301993

Hephzibah Day Nursery Limited is one of two nurseries run by a limited company. It registered in 2017 and is situated on the first floor of a building in Willesden, in the London Borough of Brent. There is one room used for children aged two to five years. The nursery receives early education funding for two-, three- and four-year-olds. Nine staff work at the nursery. Of these, three staff, including the manager, hold qualifications at level 4 or above, and six staff hold qualifications at level 3.

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