

Inspection of Bright Horizons Pentland Day Nursery and Preschool

Pentlands, 224 Squires Lane, LONDON N3 2QT

Inspection date: 21 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled at the nursery. Staff get to know children exceedingly well. The interim manager and her team have high ambition for all children and they organise a curriculum that is exciting and follows children's needs and interests well. Overall, the quality of teaching is good. However, at times, staff do not provide enough challenge and extend children's thinking skills as well as they could, especially during group sessions.

Senior managers focus extremely well on staff well-being. They have excellent strategies in place to observe, monitor and support staff. Staff have access to an admirable range of training opportunities to build on the quality of their practice. The interim manager knows her staff very well. They are a happy, friendly and welcoming team. Parents speak highly of the nursery. They value the independence their children gain at the nursery.

All children behave very well. They listen to what staff are telling them and follow instructions. They know the daily routines of the setting and demonstrate that they feel a sense of belonging. Staff are highly focused on building children's independence, to ensure they have an excellent range of skills that support them well at school. For example, older children help with the lunchtime routine. They take pride in carrying out tasks for themselves. Children are excellent communicators. They are keen to share their ideas and use their imaginations well.

What does the early years setting do well and what does it need to do better?

- Staff continually evaluate how children use the lovely, exciting and inspiring spaces, inside and outdoors, to support their ongoing engagement in learning. They plan and provide a varied range of activities and resources that are rooted in children's interests. Children's imaginations are fostered well. They have lots of opportunities to explore their own ideas and initiate their own play. However, on occasions, staff do not effectively challenge the children to help them make even greater progress in their learning.
- Group times are well prepared and thoughtful. However, staff do not adapt their style of teaching swiftly enough to reflect the individual learning needs of all children.
- Children enjoy each other's company and are well behaved. Older children share, take turns and play cooperatively together. For example, when playing a computer game, they talk about what their next move will be. Staff are good role models and demonstrate respect and kindness to each other and the children. This supports children to feel valued and builds on their confidence and self-esteem well.
- The partnership with parents is effective. There is very good communication

between staff and parents, and effective two-way communication about children's development at home and in the setting. Parents acknowledge that staff prepare children well for the move to school.

- Children have plenty of fun playing in the well-equipped garden. They enjoy taking part in games such as hide and seek. They are excited to run around with staff, looking for their friends.
- The nursery has an extensive programme about helping children to lead a healthy lifestyle. It has visits from 'people who help us', such as doctors, dentists and opticians. It has recently had visits from a local chef, and children have been learning to make healthy food, such as flapjacks.
- Leadership is strong. Senior managers provide the interim manager with excellent support. They observe within the nursery, provide feedback and work alongside her to evaluate the quality of the nursery. They have ambitious plans for the future of the nursery. For example, the interim manager would like to establish a children's committee to gather their views about the nursery.
- Staff place a firm focus on helping children make good progress in communication and language development. For instance, staff working with babies name objects in the 'treasure basket'. They sing songs. Toddlers use instruments to beat out the rhythm and babies move their bodies, demonstrating their enjoyment.
- Children's early literacy skills are well supported. There are a wealth of opportunities for them to practise their mark-making and writing skills. Older children are learning about letters that are significant for them. For example, staff encourage children to write their names on pictures they have drawn.
- Staff provide an inclusive environment where the uniqueness of each child is celebrated and opportunities for learning about the wider world are abundant. For example, well-thought-out resources enable children to learn about languages other children speak at home. Children show they are learning respect for others extremely well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that may indicate a child is at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They talk confidently about child protection procedures and are aware of the steps to take if they have a concern about a child in their care. Staff refresh their knowledge at staff meetings, undertake regular training and have robust systems to follow should they have a concern. The interim manager clearly understands her responsibility as the designated safeguarding lead. Robust systems for the recruitment and induction of staff are in place, including ensuring their ongoing suitability.

What does the setting need to do to improve?

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

- make the most of opportunities to challenge children even further to make even greater progress in their learning
- ensure the planning, set up and organisation of group activities support all children's engagement so they learn well from the outset.

Setting details

Unique reference number	EY280175
Local authority	Barnet
Inspection number	10128414
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	35
Number of children on roll	44
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0208 970 2441
Date of previous inspection	10 April 2013

Information about this early years setting

Bright Horizons Pentland Day Nursery and Preschool opened in 1998. The nursery is situated in Finchley, in the London Borough of Barnet. It is open each weekday from 8am until 6pm all year round. There are 16 members of staff working with the children, nine of whom hold an early years qualification at level 3 or above.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The interim manager and the inspector completed a learning walk and discussed how the early years provision is organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- Together with the interim manager, the inspector completed two joint evaluations of activities within the nursery.
- The inspector held a meeting with the senior management team and the interim manager. She looked at relevant documents, including evidence of the suitability of staff working in the provision.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

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