

Inspection of Boys & Girls Nursery (Stanmore) Limited

Cottrell Cottages, 57-65 The Broadway, STANMORE, Middlesex HA7 4DJ

Inspection date: 10 August 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Managers have high ambitions for children's learning. Overall, they plan a curriculum to support children to gain the skills that they will need for their future learning. Children access good resources and equipment in a safe environment. Children are curious, and explore and investigate. Managers support staff well and over time have reduced the amount of paperwork, so that staff spend more time working directly with children. Babies settle well and develop close bonds with their key person and other staff in the room. Children develop the skills that help them to prepare for their move into the next room. For example, when babies get ready to move to the pre-toddler room, they learn to feed themselves using a spoon and bowl at a table.

Younger children and toddlers enjoy a range of activities. Staff skilfully interact to help them progress through the prime areas of learning, with a particular focus on communication and language. Pre-school children are good communicators. They are confident to share their thoughts and feelings. Children include their friends with special educational needs and/or disabilities (SEND). For example, they use signs to ensure that children with SEND know what is going to happen next. Children sign 'line up' when it is time to go to the garden. They behave well and form good friendships. Children are progressing through the areas of learning, ready for their move on to school.

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

- Pre-school children develop strong friendships and enjoy complex pretend play together. They take on roles, such as fire fighters, and develop a story line. Children pretend to put out fires, rescue friends and call the police for help.
- Babies keep close to their key person, using them as a secure base and keep checking in with them. They have good opportunities to explore and to develop skills, such as handling resources, learning to pull themselves up and cruise around the low-level furniture.
- Staff sometimes focus too much on routines tasks, such as preparing for mealtimes. For example, they do not consistently deploy themselves effectively to interact with children in a meaningful way. This results in some children needing comfort, and others become restless and not interested in the activity provided, such as listening to a story.
- The special educational needs and disabilities coordinator (SENDCo) works extremely well with parents and professionals involved in the children's care to fully support them to achieve. Partnership working is strong. Staff use the funding received to buy specialist equipment and training for staff to ensure that children are fully included and ready for their next steps in learning.
- On occasions, staff do not fully consider what children already know and can do,

before they introduce them to new learning. Staff do not consistently ensure that the activities they plan are introduced in a sequenced way, and at the right time. For example, staff introduce the letter of the week, 'W'. However, children do not have sufficient previous knowledge to recognise words with the same initial sound.

- Partnership with parents are good. Parents are extremely happy with the care that their children receive, and the information about what their children are learning at the nursery. They comment on the good communication from managers and staff. Staff encourage parents to share what their children can do at home to help them to continue to progress. Parents say that they are looking forward to more relaxation of restrictions so they can re-enter nursery safely following the COVID-19 (coronavirus) pandemic.
- Toddlers learn to play alongside each other and share resources. They mimic what they know from home, such as giving food to a doll. Toddlers are curious. They ask staff and visitors questions to find out answers, such as asking 'what are you doing?'
- Staff plan activities to increase children's knowledge and sense of the world, such as the environment, animals and sea life. For example, they plan an art activity to encourage children to create an under-the-sea display. Staff teach children about how rubbish, such as plastic bottles, is getting into the sea and harms the wildlife. They teach children how they can help by recycling plastic bottles and containers.
- Staff introduce number through songs and rhymes. They encourage children to build and count blocks and other objects. Children learn language to describe a group of objects, such as 'big, large, medium' and 'small'. When children have grasped numbers to 10 and beyond, staff help them to solve mathematical problems, such as to add on and takeaway.
- Managers have good procedures for vetting the suitability of staff before they start to work with children. New staff complete a three-month induction to learn their roles and responsibilities. All staff have individual action plans to work towards and receive support and training for ongoing development to help enhance their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers support staff well to keep children safe. The manager provides good training opportunities for staff to embed their understanding of safeguarding. Staff recognise the signs of abuse and neglect. They have a wide breadth of knowledge of wider issues, including factors that could affect older children or adults. All staff are aware of the action needed if they have concerns for children, to keep them safe. Staff keep the environment safe and secure. They teach children to tidy away their toys and tuck chairs under the table to prevent trip hazards.

What does the setting need to do to improve?

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

- plan routine times of the day more effectively to make sure that staff fully meet children's needs while managing the daily tasks
- use what children know and can do, to fully inform teaching more consistently, so that the curriculum is sequenced and children are introduced to new knowledge when they are ready to learn the next step.

Setting details

Unique reference number	EY404068
Local authority	Harrow
Inspection number	10199196
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	138
Name of registered person	Boys & Girls Nursery (Stanmore) Limited
Registered person unique reference number	RP903354
Telephone number	0208 954 3599
Date of previous inspection	22 December 2017

Information about this early years setting

Boys & Girls Nursery (Stanmore) Limited registered in 2010. The nursery employs 34 members of childcare staff. Of these, the manager holds a qualification at level 5, one staff has a qualification at level 6 and 18 staff hold qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am to 7pm. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth George

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Children spoke to the inspector about their play and interests, including dressing up as fire fighters and police officers.
- Parents shared their views with the inspector about the quality of provision for their children.
- The inspector sampled documentation, including the registers, vetting and qualifications of staff.
- The inspector and manager completed a learning walk. The manager explained the curriculum and described her hopes for children's achievements as they move through the nursery and prepare for school.

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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