

# Inspection of Better Community Nursery At Burnt Oak Leisure Centre

Barnet Burnt Oak Leisure Centre, Watling Avenue, EDGWARE, Middlesex HA8 0NP

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Inspection date:

6 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children come into nursery happily, welcomed warmly by the kind and caring staff. Children form strong relationships with staff, approaching them for a cuddle if they need comfort or reassurance, or to enthusiastically share their achievements. In the baby room, children participate in a range of well-planned activities. Babies' language develops well because staff repeat key words and get down to their level. For example, they repeat the word 'scoop' as babies scoop water. Babies learn new words which help to widen their vocabulary.

In other rooms, staff do not yet consistently deliver the communication and language curriculum effectively. Children who need extra help in their language development do not yet receive support. For example, during snack time, some children dominate the discussion and staff do not support others to participate. Therefore, some children have not made enough progress in their communication and language skills to prepare them for the next stage in their learning.

Children behave well. They understand the expectations staff have for them. They receive warm praise from staff for the good choices they make. Children copy staff's positive interactions. They learn to speak respectfully to each other, take turns well and be kind to their friends.

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

- The nursery has been through a challenging time in recent months with regards to staffing. There has been a high turnover of staff. This has been unsettling for children, parents and staff. It has impacted on the progress of a few children, especially in their communication and language skills.
- Leaders have appointed new key members of staff. They have the skills and experience to work together with the manager to successfully move on from this challenging period. Leaders have a good understanding of the strengths and weaknesses of the setting. They have the drive and ability to move it forward. This will help every child to make good progress.
- Partnership with parents is strong. Parents speak highly about the warmth of the staff. They value the daily verbal feedback about their child's day. They find the photos and information on the nursery app very useful. Staff update the app regularly to inform them of what the children have been doing.
- Staff plan a wide range of activities to support children to make good progress in their physical development. They make good use of the leisure centre which the nursery is based in. Children have space to bounce on the bouncy castle, dance, use soft-play equipment and have other opportunities. Staff plan activities to support children to strengthen their hand muscles. For example, children use scissors, make marks with various tools and have opportunities to manipulate

small parts.

- Leaders have implemented a programme of training. However, leaders do not yet give staff effective individual supervisions to provide targeted support and help them to improve their teaching skills. Therefore, some staff do not yet have the necessary skills to deliver parts of the curriculum, particularly communication and language, to a high standard.
- All staff know their key children well. They can explain what key children know and need to learn next. Staff plan activities to help children to achieve these next steps. However, on occasion, staff do not have the teaching skills to support children in these activities in a way which helps them make progress. The progress that children make is variable.
- Leaders understand how to support children with possible special educational needs and/or disabilities. They work with external professionals to support the needs of these children. On occasion, there is delay in identifying children who need extra support in the communication and language curriculum. They do not receive prompt support to help them make accelerated progress and catch up with others.
- Staff know what languages children speak at home. However, staff do not use children's home languages in play to help support their development of both the home and English language.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure they keep their safeguarding knowledge up to date. Leaders clearly display important safeguarding for staff to access if necessary. They stay up to date with safeguarding issues within the local area by attending local authority networking meetings. Leaders use effective systems to ensure they keep children with dietary needs safe. Older children learn to understand any allergies they have and discuss these with staff. This will help them keep themselves safe when they start school.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
provide effective supervision to support, coach and train staff to ensure that they have the necessary skills to teach children well	01/04/2022

quickly identify and support any children who need extra support in the communication and language curriculum	01/04/2022
improve support for children who speak English as an additional language, to raise their achievements to a higher level.	01/04/2022

## Setting details

<b>Unique reference number</b>	2507143
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10217162
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Greenwich Leisure Limited
<b>Registered person unique reference number</b>	RP900835
<b>Telephone number</b>	02082010982
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Better Community Nursery At Burnt Oak Leisure Centre registered in 2018. It is located in the London Borough of Barnet. The nursery is open each weekday, from 8am to 6pm. The nursery employs 14 staff. Of these, all hold childcare qualifications.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector reviewed documentation and held a discussion with the manager.

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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