

# Inspection of Bemerton Childrens Centre

1a Coatbridge House, Carnoustie Drive, London N1 0DX

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Inspection date: 23 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

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 outstanding**

Children thrive in this exceptional nursery. They develop strong attachments with the caring and attentive staff. Children demonstrate that they feel very happy and emotionally secure. They make independent choices from the motivating experiences that fire their curiosity and love of learning. Children are inspired by the natural materials they find in the garden. They display their highly imaginative and creative minds as they build a wonderful house for spiders and fairies.

Staff want the best outcomes for all children. Children demonstrate high levels of concentration, perseverance and resilience, even when activities are challenging. Outdoors, children skilfully negotiate the climbing equipment. They support each other with advice so that they do not fall, and motivate their friends to keep on trying. Children smile and laugh together and are excited to share their achievements, saying, 'I did it, I wasn't scared!' Older children develop strong foundations in subjects such as mathematics and literacy, to support their move to school.

Children thoroughly enjoy being outdoors in their stimulating garden and on visits to parks and woodlands. They build strong bodies through vigorous daily exercise and activities such as yoga and movement sessions. Children enjoy the nutritious meals provided and talk enthusiastically about the positive effects on their bodies, such as building muscles and providing energy.

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

- The manager oversees continuous improvement in the nursery extremely successfully. She maintains a strong focus on the needs of the children and families attending. The professional development of staff is sharply focused to meet these needs and to enhance staff's individual skills and knowledge. Staff say that they feel valued and are very well supported, both professionally and personally.
- Leaders and staff provide an exceptionally broad and balanced curriculum that builds on what children know and can do. For example, staff notice that children enjoy playing with bubbles, so they provide resources for children to explore ways of creating bubbles for themselves.
- The learning programmes incorporate a wealth of interesting and meaningful learning experiences. For example, children help to grow vegetables in the nursery garden and enjoy cooking and eating them. Staff describe how these experiences enrich children's lives and inspire them to develop new interests and talents.
- Leaders and staff continually strive for the best outcomes for children. Staff closely monitor children's development. They initiate early interventions, to

ensure all children receive the help they need. This includes highly focused teaching within the nursery and support from other professionals where appropriate. As a result, all children, including those who receive additional funding, children with special educational needs and/or disabilities and children who speak English as an additional language, make excellent progress in relation to their starting points.

- Teaching is superb. Staff continually model positive language skills. They introduce new words and ask meaningful questions to support children's thought processes. Staff incorporate alternative ways for children to express themselves, such as using simple signs and pictures. This supports all children to share their views. Children become highly skilful communicators; they express themselves fluently and enjoy meaningful conversations with adults and their peers.
- Staff build strong and effective relationships with parents and work extremely hard to fully engage them in their children's learning. They are active in signposting parents to other family support services. Parents comment on the many ways that staff help them and their children. They speak of the 'amazing, caring staff' and say their children are 'very loved, safe and well cared for' at the nursery.
- Children's behaviour is exemplary. Staff provide excellent support to help children express their feelings and manage their behaviour. For instance, they help toddlers to identify their emotions by relating them to 'colour monsters'. They teach older children deep breathing techniques, to help them stay calm. Older children skilfully settle issues, such as agreeing the rules for a game, in a grown-up and friendly manner.
- Children become extremely confident and independent with their personal care skills. They competently serve their meals and access drinking water independently when they are thirsty. Children develop a secure understanding of good hygiene routines. For instance, they explain that they must cover their mouths when they cough to prevent them spreading germs to others.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are given the highest priority. Leaders and staff have an excellent understanding of their safeguarding roles. They attend regular training to maintain a robust understanding of safeguarding issues, such as the risks from online abuse. They know how to identify signs of abuse and the procedures to follow if they become concerned about a child's welfare. Leaders understand how to respond to allegations about staff conduct. The provider carries out robust checks to ensure staff are suitable for their roles. Staff are vigilant to risks and follow nursery procedures to maintain a safe and secure environment for children.

## Setting details

<b>Unique reference number</b>	EY291873
<b>Local authority</b>	Islington
<b>Inspection number</b>	10128425
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	80
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	The London Borough of Islington
<b>Registered person unique reference number</b>	RP905313
<b>Telephone number</b>	020 7527 4806
<b>Date of previous inspection</b>	25 September 2013

## Information about this early years setting

Bemerton Childrens Centre opened in 2004. The centre operates from within a children's centre, which also offers a range of community services. The nursery is open Monday to Friday, from 8am until 6pm, throughout most of the year. The provider employs 26 members of staff to work with the children. All hold relevant childcare qualifications. Three staff have early years teacher qualifications, three have level 6 qualifications and others are qualified at level 3 or level 2. The provider offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 showed the inspector around the nursery premises. She explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- Leaders met with the inspector to discuss leadership issues, such as recruitment, training and support for staff.
- The inspector looked at some of the nursery's documents, including safeguarding policies, staff suitability checks and paediatric first-aid certificates.

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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