

# Inspection of Whizz-Kids Nursery

Quest Centre, Scout Way, LONDON NW7 3JW

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Inspection date: 28 February 2022

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

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

### The provision is good

Children are happy and safe at this welcoming nursery. They separate easily from their parents and join in with the exciting activities and experiences on offer. Children form close and secure relationships with staff, who are good role models. They have high expectations of all children, overall. This helps children to become more confident and have positive attitudes towards their learning. For example, children divide selected books into fiction and non-fiction. They explain that we learn facts and information from non-fiction books.

Leaders design the curriculum based on children's interests and what they need to learn next, to be successful in their future learning. For example, children and staff used real fruit and animal figurines to re-enact the story 'Handa's Surprise'. They named some animals who live in Africa. Children also shared their experiences of travelling around the world. This was further extended during imaginative play in the garden.

Staff work with parents to ensure that children's needs are identified and plans are swiftly implemented. Children make good progress from their starting points. This includes children with special educational needs and/or disabilities.

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

- Children's communication and language development is at the centre of all activities. Staff use children's home languages as a strong foundation for communication. They help children to expand their vocabulary and model language well. All children, including those who speak English as an additional language, are becoming confident talkers.
- Children are motivated and have lots of opportunities to develop a love for books. Stories are brought to life by skilful staff, who use accessories to enhance children's attention and listening abilities. For example, a staff member dressed up as a witch to read the book 'Room On The Broom'. Children join in with the last word of the sentence and look for rhyming words, such as 'cat' and 'hat' and 'paws' and 'jaws'. Children then wear hats and use brooms in their role play as they learn magic spells and make potions.
- Leaders are ambitious for all children. They work together with staff to ensure children's individual needs are met. However, on occasion, staff do not always ensure that group activities are planned at the right level to support children's age and stage of development. This results in some children not receiving enough support to extend their learning even further.
- Children learn about the benefits of eating a healthy diet and physical activity. The provider works with parents to ensure that children's packed lunches meet their dietary needs. Staff use real fruit and vegetables during activities. For

example, children pull root vegetables from a box full of soil and wash them. However, staff do not extend children's learning when they try to wash the vegetables with soap. They do not explain how this could be harmful to their physical health.

- Children make great use of the outdoor area, which supports their learning well. For example, on 'Muddy Monday' they re-tell the story of 'We're Going On A Bear Hunt'. Children go up and down the hill, roll down, go through the mud and balance on a narrow bridge.
- Staff prepare children well for the next stages of their learning and development. For example, children practise their self-care skills as they wash their hands, put their coats on before going outdoors and help to clean up after mealtimes. This supports their independence and helps them to gain a sense of responsibility.
- Children's mathematics knowledge is supported well. For example, older children learn how to add and subtract, while their younger peers are helped to count.
- Staff feel valued and supported by leaders. They further their professional development through training. They welcomed support received from leaders during the COVID-19 pandemic.
- Parents speak highly about the 'loving and welcoming' staff. They praise how staff communicate with them. They feel supported and well informed about what their children are learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of child protection and what to do should they have concerns about a child's welfare. Staff have a clear understanding of what to do if an allegation is made against a staff member. New staff and students are supported by senior members of staff to ensure they understand their role in keeping children safe. Daily risk assessments help to ensure the premises are safe for children. Staff hold paediatric first-aid certificates. This ensures they are able to care for children in the event of an accident or incident.

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

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

- help children to develop a deeper understanding of practices that support their good health
- ensure group activities are consistently planned at the right level for children's age and stage of development.

## Setting details

<b>Unique reference number</b>	EY221710
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10137747
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Liu, Gillian Jane
<b>Registered person unique reference number</b>	RP513274
<b>Telephone number</b>	020 8959 5556
<b>Date of previous inspection</b>	9 October 2015

## Information about this early years setting

Whizz-Kids Nursery was registered in 1991 and is located in Mill Hill, London. The nursery employs 13 members of childcare staff, 11 of whom hold relevant early years qualification from level 3 to level 6. The nursery opens Monday to Friday during term time only. Sessions are from 9.30am to 3pm. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector conducted a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke with the inspector during the inspection.

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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