

Inspection of Bright Horizons Mount Carmel Day Nursery and Preschool

18 Eden Grove, Off Holloway Road, LONDON N7 8EQ

Inspection date:

28 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable. Although babies are treated with kindness and have opportunities to sing songs, explore animals and experience play dough, staff sometimes overlook opportunities to offer good levels of commentary as they play and fully extend their learning. This restricts them from making the full progress they are capable of.

Despite this, younger toddlers have fun and show good developing knowledge of animals as they play interactive games, such as 'What's in the Box?' Staff support toddlers to discuss the different sounds animals make and where they live on the farm. Older toddlers enjoy mark making with glitter and water and discuss different shapes and patterns. Their imaginations are fostered well as staff encourage them to make predictions and join in when reading the story 'We're Going on a Bear Hunt'.

Older children receive good levels of support when learning about spring. For instance, they enjoy discussing daffodils and staff support them to learn new language, such as 'petal', 'stem' and 'leaves'. They also show developing mathematical knowledge when counting vehicles and identifying different colours and sizes. Pre-school children show great imagination and delight when digging for treasure maps and discussing time capsules. They display good listening, memory and attention skills when playing games such as 'Mr Bear's Honey'.

Children are well supported to learn about adopting healthy lifestyles. For instance, the nursery has recently participated in the Healthy Early Years London programme, an awards scheme funded by the Mayor of London. This supports children's understanding of the importance of eating a range of nutritious foods, being active and developing good oral health habits. Overall, children show they are happy and settled and receive consistent messages to learn about appropriate behaviour. This supports them to behave well.

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

- Staff working with babies are caring and sensitive towards their needs. They plan a range of experiences for them to explore. However, they do not give them high enough levels of support to develop their language and communication skills as they play. This hinders their ongoing learning and progress.
- Older children benefit from a varied and exciting curriculum to support their development. Although older children generally receive good levels of support with their learning, on occasions, some staff do not skilfully question children to fully challenge and extend their thinking skills and knowledge to the very highest

level.

- Leaders have been working hard to try to address some challenges with staffing arrangements. However, children sometimes experience interruptions during their learning and play when staff frequently need to swap rooms to meet the required ratios.
- The knowledgeable and passionate manager regularly evaluates the provision and is committed to making ongoing improvements. For example, staff have recently engaged in positive behaviour management training and have developed new knowledge on how they can enhance interactions at mealtimes. Despite this, not high enough focus has been given to improving the learning experiences for babies.
- There is an effective settling-in procedure in place to help children settle with ease. For instance, staff gain detailed information about children's interests, needs and dietary requirements. Arrangements in place allow children to get to know staff and their new environment gradually. This supports children to settle in well and form positive attachments with staff.
- Children with special educational needs and/or disabilities receive good levels of support. This is evident as staff work closely with other professionals to plan and review appropriate next steps in their learning. This means children make steady progress in relation to their starting points.
- New staff benefit from a thorough induction programme. For instance, staff are required to complete a range of mandatory training, such as first aid, safeguarding and food hygiene. This means staff have good levels of support to understand the responsibilities of their roles.
- Overall, most parents are complimentary about their experience at the setting. They state that staff are kind and committed to their work. They discuss that their children enjoy attending and are making good progress. Some parents discuss there has been some challenges with the consistency of staff. However, it is recognised that staffing across the sector has been more challenging since the start of the COVID-19 pandemic.
- Children show they have good relationships with staff, who frequently offer praise and encouragement. This helps to boost children's confidence and learn about expected behaviour and boundaries. Children show good levels of emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders show high commitment to working with other agencies and professionals to help to keep children safe. Furthermore, new staff are required to undergo recruitment and vetting checks to help to ensure they are suitable for their roles. Staff have ongoing supervision meetings to discuss their practice and their ongoing suitability to work with children. Staff discuss possible indicators of neglect and harm and how this may affect a child's overall well-being. Staff also understand procedures they need to follow in the event of having to report any concerns about a child's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve how staff working with babies support their language and communication skills to extend their learning to a consistently good level; this is to help babies make the full progress they are capable of.	28/04/2022

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

- review staffing arrangements and consider ways for children to have less interruptions during their learning and play
- build on staff's questioning skills, when working with older children, in order to challenge and extend children's thinking skills and learning to an even higher level.

Setting details

Unique reference number	EY373865
Local authority	Islington
Inspection number	10216854
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 at time of inspection	0 to 4
Total number of places	84
Number of children on roll	73
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3015
Date of previous inspection	2 March 2018

Information about this early years setting

Bright Horizons Mount Carmel Day Nursery and Preschool registered in 2008 and is located in the London Borough of Islington. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round, apart from one week at Christmas. The setting employs 30 members of staff; all hold childcare qualifications that range from level 6, level 3 and level 2. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Amy McKenzie

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector carried out a number of observations to assess the quality of education and the children's experiences.
- The manager took the inspector on a learning walk and outlined their intentions for the quality of education.
- A range of documentation was reviewed. This includes staff suitability information and training certificates.
- Parents' and children's views were considered in the evaluation of the setting.

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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