

Inspection of b_together

49 - 51, St. Johns Wood High Street, London NW8 7NJ

Inspection date: 5 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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 are happy to come to this nursery. Staff get down to their level to interact with the children and speak warmly and positively to them. Staff are quick to comfort children with a cuddle or words of reassurance when needed. This means that children build close relationships with them.

Leaders work hard to provide an environment where children can explore and develop their curiosity and confidence. Children enjoy developing their physical skills as they climb on the climbing areas around the nursery space. They benefit from the opportunity to take part in yoga or cookery in specially designed areas.

The quality of interactions between children and staff is variable. Children enjoy developing their language through the many opportunities they have to listen to stories and join in with songs. However, on occasion, they are left to play with limited interactions from staff. Therefore, some children do not make sufficient progress in their communication and language.

Children behave well most of the time. They are able to focus on tasks for age-appropriate time periods and play well with their peers. At times, some toddlers find it challenging to share or take turns. For example, on occasion, children throw books if it is not their turn to choose which book staff read to a small group. Leaders are aware that this is an area which children are finding more difficult and are working with staff to help children develop these skills.

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 regard to staffing. There has been a high turnover of staff and high levels of staff sickness. Therefore, some newer staff currently in place have not been given the targeted support and professional development opportunities that they need to develop their teaching skills. Leaders have a suitable plan in place for professional development opportunities to ensure that the teaching skills of staff are of a consistently high standard.
- Partnerships with parents are strong. Parents speak highly about the warmth of the staff. They value the daily verbal feedback about their child's day and find the photos and information on the nursery app very useful. Staff update the app regularly to inform parents of what the children have been doing.
- Leaders have a good understanding of what children need to know at the different ages and stages of development. There are times when staff have thought carefully about how to deliver this programme of learning. For example, children build a tower together and take turns to place blocks on the tower with the support of a member of staff. However, some staff do not plan activities

with a clear purpose to help children make progress in their learning. For example, when children play with flour, staff are unable to explain what they would like them to learn from this activity. Therefore, the quality of teaching is inconsistent.

- Some staff can explain what key children know and need to know next. They then support children to achieve these next steps as they play. However, others are unable to explain what the next steps in their key children's learning are. Therefore, they do not plan opportunities to support these children in making progress. This means that progress that children make is variable.
- On occasion, staff do not support and encourage quieter children to join in with activities. There are occasionally periods of time when quieter children sit and observe. This means that these children do not make as much progress as they could during these times.
- Leaders understand how to support children with special educational needs and/or disabilities. They work hard to identify any early concerns and work with parents to put an individual plan in place for children who need it. Leaders work with external professionals where necessary to meet the needs of these children.
- Children speak a rich variety of languages. However, staff do not use children's home languages in play to help support their development of both their home language and English.
- Children enjoy the nutritious food that they are provided with. Staff teach even the youngest children to feed themselves with a spoon. This supports children to develop their fine motor skills and independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what to do if they have concerns about a child. They receive safeguarding training as part of their induction and this is updated on a regular basis. Leaders have a strong understanding of the necessary safeguarding processes to follow. They stay up to date with safeguarding issues through attending local authority meetings. Leaders follow robust systems for recruitment and ensure that all necessary checks are in place before staff start at the setting. Staff carefully consider children's dietary needs and supervise children closely as they eat. This ensures that children are kept safe as they enjoy their food.

What does the setting need to do to improve?

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

	Due date
identify inconsistencies in teaching and provide targeted support to improve this	13/05/2022

ensure that staff are proactive about supporting every child to participate fully, including those children who may choose to communicate less	13/05/2022
ensure that staff understand what their key children need to learn next and how to achieve this	13/05/2022
improve support for children who speak English as an additional language, to raise their achievements to a higher level.	13/05/2022

Setting details

Unique reference number	2633386
Local authority	Westminster
Inspection number	10233256
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	80
Number of children on roll	80
Name of registered person	Intergenic Limited
Registered person unique reference number	2633385
Telephone number	07447805405
Date of previous inspection	Not applicable

Information about this early years setting

b_together registered in 2021 and is situated in the London Borough of Westminster. It is open from 8am to 6pm Monday to Friday, all year round. The setting currently employs 11 staff. Of these, two hold level 6 qualifications and seven hold level 3 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 provider.
- The senior 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 senior manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- 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 held discussions with leaders about nursery practices and procedures.

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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