

Inspection of The West Finchley Preschool Ltd

181 Nether Street, London, Middlesex N3 1NR

Inspection date: 8 March 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The quality of the curriculum is not good enough. Children do not have the opportunity to learn through activities which are planned and based on what they have learned before. They do not participate in activities with clearly identified learning outcomes that capture their interest and ensure learning takes place.

Leaders do not ensure that children's safety is prioritised. The provider is in breach of several requirements relating to promoting children's health, including in relation to processes around nappy changing, children's sickness and food and drink. At times, this compromises children's well-being.

Leaders do not make sure that mealtime routines are organised in a way which meets children's needs. Children spend too much time sitting at the tables or on the carpet waiting for meals or snacks. Some children become restless and find it difficult to maintain good behaviour during these times of waiting. Children receive limited interaction as they eat. This does not support their language development.

Leaders have thought carefully about the environment of the nursery and ensure that is organised in a way which meets children's needs. For example, they have rearranged the baby room to make sure that resources and displays are at low level so babies can access them. Staff use the sensory room well to support children if they need to access a calming area to self-regulate their emotions. Children have plenty of opportunity throughout the day to make the most of the outdoor areas which are easily accessible.

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

- Leaders have not put effective and robust systems of supervision in place to support staff in understanding good practice in teaching and learning. Staff do not receive the targeted support and professional development opportunities that they need to develop. Therefore, some staff do not have the skills they need to teach children in a motivating and engaging way. This impacts on the progress that children make in their learning and development.
- The key-person system is not yet effective. Staff understand the interests of their key children and consider these when planning activities. However, staff are unaware of what key children know and what they need to know next in their learning. Therefore, staff do not plan activities to teach children these next steps. This means that some children do not make good enough progress.
- Provision for children who speak English as an additional language is not good enough. Staff do not always know what languages children speak at home. They do not have strategies in place to support these children in their communication and language development. This means that these children do not make good

enough progress.

- Leaders liaise with external professionals to support children with special educational needs and/or disabilities (SEND). However, they have not yet consistently implemented the strategies that have been recommended by these external professionals. This means that these children do not always receive the support they need.
- Staff do not demonstrate a good understanding of how young children learn and develop. Staff expect children to sit for extended periods of time on the carpet listening to stories and songs. Staff do not ensure that children understand the routines and behaviour expectations of the nursery. For example, staff do not consider how to teach children to manage simple tasks such as fetching their coats safely. This is unsettling for the children.
- Leaders have not put nappy changing processes which meet children's needs in place. Nappies are not changed often enough. Children are left in wet nappies for too long as they sleep. This is uncomfortable for them and can put them at risk of nappy rash.
- Staff do not consistently ensure that children's dietary needs are met. For example, staff do not always consider the number of vegetarian children when planning the amount of vegetarian food to prepare. This means that if some children are still hungry, there is not always enough food left to give them a second helping. This demonstrates that staff are not considering the needs of the children when planning and preparing food carefully enough.
- Parents receive regular feedback on how their child has been during the day via an app. However, communication with parents is not consistent. For example, if a member of staff is absent for a prolonged period of time, sometimes leaders do not inform parents of their child's replacement key person soon enough. This is unsettling for families.
- The nursery has undergone a turbulent period. There have been a high number of changes, both in leaders and staff. Leaders understand what they need to do to improve the setting. They have a robust action plan in place which they are beginning to implement.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not use risk assessments effectively to identify possible risks to children. This means children's safety is not assured. For example, at times children go downstairs in a hectic manner and do not always hold on to the banister. Staff do not position themselves to keep children safe as they go downstairs. This puts children at risk of injury on the stairs. Staff do not understand processes that they must follow if they are concerned about the welfare of a child. The manager is unable to explain the procedure that they must follow if allegations are made. This compromises the safety and welfare of children at the setting. Recruitment processes are robust and leaders carry out relevant checks to ensure that staff are suitable to work with children. Staff do not follow clear and consistent procedures if a child becomes ill while at the setting. This can

put children at risk of cross-contamination of germs.

What does the setting need to do to improve?

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

	Due date
train staff to understand and implement the safeguarding policy and procedures	14/04/2022
ensure that all staff know and follow policies around medicine and sickness	14/04/2022
organise mealtime routines so that they meet the needs of the children and ensure that children's dietary requirements are met	14/04/2022
ensure that effective nappy changing processes are in place	14/04/2022
ensure effective risk assessment systems are in place to identify and remove or minimise risks	14/04/2022
ensure that the key-person system is well embedded so that the key person understands what children know and need to know next and plans learning opportunities for these next steps	14/04/2022
put systems in place to manage children's behaviour in a consistent and appropriate way	14/04/2022
implement a progressive and clear programme of learning in all areas of the curriculum	03/05/2022
ensure that effective strategies are used to support children who speak English as an additional language.	03/05/2022

Setting details

Unique reference number	2562023
Local authority	Barnet
Inspection number	10217982
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	104
Number of children on roll	104
Name of registered person	The West Finchley Preschool Limited
Registered person unique reference number	2562022
Telephone number	0202 319 7320
Date of previous inspection	Not applicable

Information about this early years setting

The West Finchley Preschool Ltd registered in 2020. It is located in the London borough of Barnet. The nursery opens Monday to Friday from 7am until 7pm, for 51 weeks of the year. The provider employs 15 members of staff, 10 of whom hold appropriate early years qualifications at level two or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Jenny Gordon

Anne-Marie Giffits-Walker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together and discussed the curriculum.
- The inspectors carried out a joint observation of an activity with the manager.
- Children spoke to the inspectors about what they enjoy doing within the setting.
- The inspectors observed the interactions between staff and children.
- The inspectors had discussions with staff and parents and took their views into account.
- The inspectors held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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