

# Inspection of Arista Kids Nursery

St. Peters Hall, Bounces Road, Edmonton N9 8LE

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Inspection date: 8 June 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	Not applicable

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

### **The provision is good**

Children are greeted warmly by staff at this nurturing setting. They enjoy coming into nursery and feel happy and safe. Children are welcomed into a well-organised environment, where staff plan to meet their interests and needs. They show a good level of engagement with the activities. Children have positive interactions with their peers. For example, they laugh and smile together as they search for pretend creatures in the water. Children are listened to and given choices about their day. They demonstrate good concentration at varied activities. Children work cooperatively while they play with cars and trains, and when completing puzzles and planting seeds.

Children demonstrate good attitudes towards their learning and are eager to be involved. They are curious about the world around them. They explore their interests when they are in the garden, such as hunting for snails and describing how they look and feel. Children are kind and caring towards each other. They ask if they can hold their friends' hands as they go into the garden, or if their friends need help. Children develop new vocabulary and are confident communicators. Children use good small-muscle skills to create 'pizzas' and 'tacos' when they play with dough. Staff support and model language, and children initiate conversations. When children play, they offer their friends a slice and discuss their favourite toppings.

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

- Staff demonstrate how well they know children and their families at this setting. This helps children to settle quickly. Children are excited to come to nursery each day. Staff give parents daily feedback and communicate well about what their children are doing and need to work on next. This helps children to make good progress. Parents say that they are happy with how well their children are prepared for school.
- Managers understand how to support children with possible special educational needs and/or disabilities (SEND). They put strategies in place for early identification and work alongside external professionals and parents to ensure that individual plans are in place. Staff adapt the curriculum and sessions which children with SEND attend, to make sure that children are working on these targets.
- Staff are aware of how to promote children's language development. They share favourite stories which children can recall and join in with at story time. Staff promote children's love of reading through special 'story weeks', where children learn a story across all areas of learning. For example, children act out and remember the story of 'Handa's Surprise', learning about other cultures and trying exotic fruits. They recall and sing the days of the week song, and work

out which day it is.

- Staff plan a range of activities to support children's physical development. The manager reflects on ensuring there is an ambitious curriculum for outdoor play and physical experiences. They plan regular adventures in the local area to buy produce that they taste and prepare for snack. They play games and observe nature in the garden for set periods of time. Staff develop children's physical skills, such as encouraging children to move through group yoga sessions and a game of 'What's the time, Mr Wolf?'
- Staff understand what they want children to learn. They support children to develop skills, such as following a recipe, measuring ingredients and taking turns as they make their own play dough for the day. Staff use their knowledge of children's interests to help them stay engaged during activities for longer.
- Children learn what seeds need to grow. They add soil and explain that they will need water and sunlight. Staff interact well with children and activities have a clear intention. However, there are some opportunities where children's thinking and learning is not fully extended and not all children are included in the activity.
- Staff communicate well and have regular supervision sessions to support their professional development. The manager has a clear vision and is aware of how to support staff's professional development. Staff benefit from peer observations and time for reflection in weekly meetings. They feel valued and supported.
- Children's care routines are managed effectively. Staff encourage children to be independent, such as by putting on their own shoes and washing their hands for snack. Children enjoy a healthy snack each day and benefit from cooking activities. They learn about foods from around the world, for example making soda bread on St. Patrick's Day.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of what they should do if they are concerned about any children. The manager stays up to date with any safeguarding concerns. She refreshes her knowledge at advanced safeguarding training. Staff receive regular formal and informal safeguarding training to ensure that their safeguarding knowledge is up to date.

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

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

- extend staff's knowledge of how quality interactions can extend children's learning and thinking.

## Setting details

<b>Unique reference number</b>	2502187
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10191485
<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 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Arista Kids Ltd
<b>Registered person unique reference number</b>	RP546449
<b>Telephone number</b>	02039686868
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Arista Kids Nursery registered in 2018. It operates in St Peter's church hall in Edmonton, in the London Borough of Enfield. The nursery opens during term time, from 9am to 12pm and 12.30pm to 3.30pm, Monday to Thursday. They operate from 9am to 12.30pm on a Friday. The nursery offers early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sara Vincent

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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