

Inspection of Aplomb Day Nursery

169 West Hendon Broadway, London, Middlesex NW9 7EB

Inspection date: 20 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children are welcomed into a safe home-from-home setting. Children benefit from cosy rooms with small group sizes, and dedicated and passionate staff. Children are happy and confident. They show high levels of focus and concentration when engaged in play experiences. Staff have an ambitious curriculum in place that allows all children to achieve their full potential.

Staff have high expectations for children. Children are encouraged to be independent in all areas of their learning and development. Staff praise the process of children's learning, not just the result. This allows children to develop confidence in their own abilities and high levels of self-esteem.

Children's behaviour is good. They understand the rules and boundaries in place. Older children have formed a council where they help to decide which rules should be in place. For example, they know to treat books with care and not rip the pages. Children with special educational needs and/or disabilities (SEND) are well supported within the setting. Staff are extremely knowledgeable and look to quickly put systems in place to support children who have additional needs. They work effectively with other agencies involved with children's care to ensure that there is continuity of care.

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

- Staff know children well and carefully design individual care plans. They understand what children already know and can do, and what they need to learn next. Children benefit from a rich and varied curriculum that builds on their interests. They are well prepared for the next stage of their learning and talk confidently about moving on to 'big school'.
- Overall, children's language is well supported. Babies and young children enjoy rhymes and stories with staff. Staff support children's play by providing a narrative, labelling unfamiliar objects and using repetition to build vocabulary. However, occasionally, staff do not further promote children's vocabulary and conversational skills. For example, they do not ask enough open-ended questions that allow children to look back and reflect on what they have learned.
- Staff promote healthy lifestyles with children. Leaders and managers have worked with nutritionists to develop menus that offer children a wide variety of healthy food options. Children learn the importance of physical activity in their daily routine. They enjoy trips to the garden and local park, as well as daily 'move and groove' and weekly yoga sessions.
- Children have opportunities to learn about their local community. They visit local fishmongers and markets as part of their learning. Children have also visited a local construction site to discover more about the different machines involved in

building new local developments. They understand the importance of looking after their environment. For example, children show pride as they take part in litter picking in local streets.

- Staff celebrate the diversity of children, families and staff. They are respectful of others. Children listen carefully when others speak. They understand that everyone is unique and individual. Children support their friends if they need additional help, showing empathy and kindness. They develop high levels of confidence and self-esteem. Children share with others what is important to them.
- Most transition periods within the day are well thought out, allowing children time and space to move through the routine. However, at lunchtimes children can be sat down too far in advance of their meals being ready. This can lead to children becoming distracted and bored by the time their food is served.
- Partnership with parents is good. Parents report that their children are happy within the setting and eager to come. Communication with parents is effective. Parents feel well informed about their children's development.
- Staff report that they feel well supported by leaders and managers. Regular supervision sessions allow staff opportunities to discuss any concerns they may have and their career progression. Staff are supported to undertake regular training.
- Leaders and managers are reflective in their practice. They seek termly feedback from parents, as well as feedback from children in the pre-school council. Staff use this information to determine what improvements or changes could be made to current practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff undertake safeguarding training as part of a robust induction that ensures that they understand their responsibility for keeping children safe. Staff can confidently name the different categories of abuse. They know the signs which may indicate children are at risk. All staff understand the reporting procedures for any safeguarding concerns they may have. They recognise their responsibility to whistle-blow if they have concerns about colleagues. Staff understand the 'Prevent' duty and know the signs that may show that children and families are at risk of extreme views. They have rigorous risk assessments and daily checks in place to ensure that the environment is always safe for children.

What does the setting need to do to improve?

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

- extend children's vocabulary, such as by asking open-ended questions and allowing them time to respond

- organise mealtimes so that children are not sitting waiting for extended periods.

Setting details

Unique reference number	2526244
Local authority	Barnet
Inspection number	10213789
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	40
Number of children on roll	57
Name of registered person	Aplomb Childcare Limited
Registered person unique reference number	2526243
Telephone number	02081098741
Date of previous inspection	Not applicable

Information about this early years setting

Aplomb day Nursery registered in 2019. The nursery is based in West Hendon in the London Borough of Barnet. The nursery is open for 50 weeks of the year from 8am to 6pm, Monday to Friday. It employs 20 members of staff, 16 of whom hold relevant childcare qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie OLeary

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 assistant manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during a science activity.
- 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.

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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