

Inspection of Abracadabra Preschool Nursery

Caretakers House, Whitefield School, Claremont Road, London, Middlesex NW2 1TR

Inspection date: 13 September 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 feel happy and safe in this warm and nurturing environment. They form close relationships with staff and are keen to explore the wide range of activities available to them. Staff and managers have high expectations for children. They aim for every child to become confident, independent and a good communicator by the time they leave the nursery. The many children who speak English as an additional language show their developing skills, such as singing enthusiastically in English. Staff use sign language and picture prompts to help children understand the daily routines. Children's positive responses show they know what to expect and feel secure in their surroundings.

Children enjoy being outdoors, where they have many opportunities to be active and to explore. They spend time building with large blocks and are careful to position the blocks correctly. Staff use these opportunities to introduce mathematics to children. Together, they count how many blocks they have and talk about short and tall. Children respond positively as staff give them specific praise, such as, 'I really like that you are stacking up the blocks tall and straight'. Children behave well. They play cooperatively, take turns and share resources successfully.

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

- Staff plan a sequenced curriculum to support children to make consistently good progress. At the start of each academic year, they reflect on the learning and emotional needs of children and re-evaluate their teaching. This results in children having time to explore, such as with mark making and creative materials. This builds a strong foundation for their future learning and skills.
- The leaders and staff work in close partnership with parents and other professionals to support children with special educational needs and/or disabilities (SEND). They carefully consider strategies to support these children and ensure that staff implement these strategies into their individual learning plans. Consequently, children with SEND make the best possible progress.
- Parents speak warmly about the care and education their children receive in the nursery. They state that they feel well informed about their children's development and know how to help with their learning at home. Staff find innovative ways to support parents. For example, they have meetings with them to help them to understand the nursery's policies. This is especially valuable to those parents who do not read English.
- The-key person system is strong. Staff gain useful information from parents when children start, so they can quickly build on children's skills and experiences. Key persons spend time with children when they are settling. They comfort children and help them to engage in play. Children's transitions between rooms are seamless. Staff make sure they have lots of visits and they pass on

relevant information to promote continuity in children's learning and development. These effective procedures support children to make consistently good progress.

- Children's speaking and listening skills are developing well. Staff listen carefully to their speech and repeat phrases back to them. Children use accurate, descriptive words as they make dough, such as describing flour as 'soft'. Staff build on this by asking them how the dough feels through the different stages.
- Staff engage in local authority initiatives to help them to promote children's health and well-being. They are aware of concerns in their local area, such as oral health and tooth decay. Leaders support parents to develop secure teeth brushing routines for children and encourage them to register with a dentist.
- Leaders work hard to ensure good practice among the staff team. Staff receive coaching and monitoring through regular supervision meetings and training. They feel well supported by the management team who place a strong focus on their well-being. However, at times, leaders are not aware that some of the lesser experienced members of staff need more support. For example, some staff do not have the best understanding of how to set realistic next steps in learning for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust knowledge and understanding of the signs and symptoms that may indicate children are at risk of harm. They know how to report these concerns in the nursery and to relevant safeguarding agencies. Staff regularly complete safeguarding training to update their knowledge and skills. They complete risk assessments to help identify any potential hazards and ensure that the nursery is safe and secure. Although staff turnover is very low, the provider has rigorous recruitment procedures in place to help ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support less experienced staff to extend their knowledge of child development and improve their understanding of setting next steps in learning for children.

Setting details

Unique reference number	2542825
Local authority	Barnet
Inspection number	10215400
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	1 to 3
Total number of places	25
Number of children on roll	31
Name of registered person	Abracadabra Preschool Academy Ltd
Registered person unique reference number	2542824
Telephone number	07796960990
Date of previous inspection	Not applicable

Information about this early years setting

Abracadabra Preschool Nursery registered in 2019. It is open from Monday to Friday, from 8am until 5.30pm, during school term times. The nursery employs five members of staff, four of whom hold relevant early years qualifications at level 3 or above. The provider holds early years professional status. The nursery provides funded early education for two-, three- and four- year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and managers and has taken that into account in her evaluation of the club.
- The inspector, provider and manager looked around the nursery and talked about how the curriculum is planned and implemented.
- The inspector observed the quality of education and assessed the impact this has on children's learning. She carried out a joint observation with the manager.
- The provider, manager and the inspector met to discuss the leadership and management of the nursery. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

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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