

Inspection of Playfield Nursery

St Alphage Church Hall, Playfield Road, EDGWARE, Middlesex HA8 0DF

Inspection date: 11 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this welcoming nursery. They form close relationships with the staff and other children. Staff greet them warmly and help them to self-register. This helps them gain the sense of belonging. New children to the setting receive consistent levels of support and reassurance from caring staff, who know them well.

Leaders develop the curriculum based on children's interests and what they need to learn next. For instance, children show interest in nature around them, and staff effectively extend their learning. They encourage children to use binoculars to look for birds flying in the sky and magnifying glasses to search for minibeasts under the logs. Staff have high expectations of all children. Children have positive attitudes towards their learning as they fully engage in activities of their choice. Staff observe and assess children's development to inform their planning. All children make good progress in their learning.

Children generally behave well. Any minor disagreements are swiftly handled by staff. Children re-call rules of the setting during group times. Staff act as positive role models for children to see and to know the behaviour they expect from them.

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

- Leaders understand the impact the COVID-19 pandemic has had on children's development. They have a clear intent of what they want children to learn. Staff implement the curriculum and sequence children's learning well. For example, staff teach children about where our food comes from. They read a book about the farm and then re-enact it in the role play, such as creating a farmer's market.
- There is a strong focus on communication and language development. Staff support children to extend their vocabulary. Children join in with stories and songs. Staff listen to children and converse with them. This helps children become confident talkers.
- Children learn to manage their self-care needs on their own. For example, they use the toilet themselves and learn to put their coats on for outdoor play. Children help with small tasks, such as packing toys away after the activity. This helps them gain a sense of responsibility.
- Staff prepare children well for the next stages of their learning, including starting school. For example, staff provide a variety of opportunities to strengthen their small muscles and to make marks. Children create detailed paintings and drawings.
- Staff provide children with some activities to support their gross-motor skills. However, on occasion, they do not consistently include challenging and vigorous

play, to support children's physical development even further.

- Children learn about the importance of good health and the benefits of eating a balanced diet. Staff work with parents to ensure that packed lunches that children bring meet their dietary needs.
- Staff provide good ways to promote children's knowledge of mathematics. For example, children count how many items they want to buy and practise using money during role play, such as being shopkeepers.
- Staff feel valued and benefit from regular supervision meetings. They have opportunities to further their professional development through regular training. For example, staff have attended numerous courses, such as autism spectrum disorder. This has helped staff to better understand the signs of autism and how they can support children and families, during early help in partnership with outside agencies.
- Leaders evaluate the provision to identify ways they can improve further. However, the organisation of group activities and some parts of the day is not yet fully effective. For instance, on occasion, during a circle time, staff do not ensure that all children are fully engaged and immersed in their learning as much as possible.
- Partnership with parents is effective. Parents speak highly about welcoming and caring staff. They say they feel informed about their children's progress, for example, through daily feedback and online updates.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of child protection. They can identify when a child may be at risk of harm. They understand their roles and responsibilities to swiftly make referrals to the relevant agencies, should they have a concern about children or the conduct of others. Staff are vigilant about children's safety and carry out daily risk assessments of the premises. All staff hold first-aid certificates. This ensures that staff are able to care for children in the event of an accident. The provider has rigorous recruitment, induction and supervision procedures in place to ensure 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:

- explore more ways to help children develop their gross-motor skills further, including through vigorous and challenging play
- review organisation of a day, especially whole group activities, to ensure children remain fully engaged and their learning is maximised.

Setting details

Unique reference number	EY369098
Local authority	Barnet
Inspection number	10235184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	30
Number of children on roll	16
Name of registered person	Gurnah, Loris
Registered person unique reference number	RP511330
Telephone number	07717103730
Date of previous inspection	14 October 2016

Information about this early years setting

Playfield Nursery registered in 2008. It operates in Edgware, in the London Borough of Barnet. The nursery is open from 9am to 3pm from Monday to Wednesday, and from 9am to midday on Thursday and Friday, during term time only. The nursery receives funding for free early education for children aged two, three and four years. There are four members of staff, all of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Agnes Wink

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector discussed the curriculum together during a learning walk.
- The manager and the inspector evaluated an activity together during a joint observation.
- Relevant documentation was checked and discussed, such as evidence of staff's suitability and first-aid training.
- Parents' views were obtained and taken into account.
- The quality of education was observed, and the inspector assessed the impact that this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022