

# Inspection of Barrow Hill Pre-School

The Tenant's Hall, Barrow Hill Estate, Allitsen Road, LONDON NW8 7BD

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Inspection date: 13 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in this nurturing environment. The experienced staff team know children well and quickly form strong bonds with them and their parents. This enables children to feel safe and secure. There are a variety of activities on offer to choose from. Staff plan around children's interests and use their assessments well to ensure they are meeting milestones. Parents know their children's targets and are given ideas of how to support them at home.

Children behave well and respond to adult instructions. Staff model and support the behaviour as they play. For example, children enjoy setting the table for a tea party for their babies. Staff support children in sharing, they model the language of 'please' and 'thank you' and offer children high praise as they role play.

There is a strong emphasis on supporting children's communication and language development. Staff effectively use 'talking boxes' to model new vocabulary. They use effective questioning to encourage children to talk about the items in the box. For example, children enjoy talking about how they would use the map and compass to find the pirate's treasure.

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

- Staff encourage children to be independent. Children hang up their coats and belongings when they arrive, pour their own drinks at mealtimes and use a range of cutlery. Staff effectively support children to blow their own noses. They model 'catch it, bin it', and washing hands. They talk to children about the importance of good hygiene practices.
- Children enjoy the large garden space outside, where they can play games and ride bikes. This provides opportunities for them to develop physically. Children explore their local area through visits to local parks, the zoo and trips to the library and theatre. This further supports their knowledge and understanding of the world.
- Children learn about the importance of oral hygiene. Staff use a model of the teeth and gums to show children how to brush their teeth properly. They talk about the importance of visiting a dentist to check that their teeth are healthy.
- Children follow instructions for getting resources out and tidying away. They are highly praised for their behaviour and work well as a team to collect pom-poms for their 'reward jar'. Children attend well to circle times. For example, they excitedly attend to a music session, joining in with the actions and singing songs.
- Children enjoy all that is on offer and staff support them well. However, at times, staff need to take more time to listen, observe and allow children to lead their own learning. This would further support children in developing their

problem-solving skills.

- Staff understand the importance of developing children's small muscle skills. They model using a rolling pin and the palms of their hands to support children in manipulating play dough to make Christmas decorations. Children use scissors to cut ribbon to make Christmas crackers. They personalise their crackers by copying the first letter of their name. This supports children's next steps in writing.
- The nursery promotes a love for reading, and children enjoy a range of books in the well-resourced library. Staff enjoy sharing stories and model language well. For example, children learn the names and characteristics of different animals, as they listen to the story of 'Polar Bear, Polar Bear, What Do You Hear?'
- The experienced team report high levels of emotional well-being. The manager is passionate about professional development, and staff have many opportunities to engage in training. They receive regular supervision meetings, providing opportunities to talk about their key children and their next steps in learning.
- The manager is an experienced special educational needs coordinator and works well with external agencies. She understands the importance of smooth transitions, and works closely with the local school to ensure children are supported in their next stages in learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery staff understand the importance of daily risk assessments to ensure that children are safe in all areas of the provision. The nursery has robust procedures in place for reporting accidents and incidents. Staff recognise the signs of when a child may be at risk of abuse and understand their duty to report on any concern they may have. Staff are aware of how to report an allegation against a member of staff. Safeguarding is discussed regularly, and staff complete regular training to ensure that their knowledge is kept 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:**

- promote opportunities for children to lead their own learning to further support them in developing their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY462135
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10236169
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Barrow Hill Pre-School
<b>Registered person unique reference number</b>	RP532552
<b>Telephone number</b>	02077225455
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

Barrow Hill Pre-School re-registered in 2013. The pre-school is open each weekday, from 8.30am to 3pm, term time only. There are five members of staff; of these, one member of staff holds a relevant qualification at level 4 and a further three hold qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Penny Harman

## Inspection activities

- This was the first routine inspection the pre-school 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.
- Parents shared their views of the setting with the inspector. The inspector looked at a range of written feedback from parents.
- The manager and inspector conducted a learning walk together and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to a range of staff and the manager about how the setting meets the needs of all learners, including those who have English as an additional language and those with special educational needs and/or disabilities.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The inspector observed the interactions between the staff and children.
- The manager provided the inspector with a sample of key documentation on request and engaged in a leadership and management meeting.
- The inspector and manager carried out a joint observation on a member 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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