

# Inspection of Bright Horizons New Southgate Day Nursery and Preschool

60 Beaconsfield Road, London N11 3AE

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Inspection date: 25 January 2023

**Overall effectiveness** **Good**

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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 warmly welcomed into this nurturing and well-presented setting. The environment is so inviting and has many exciting areas for children to explore. Children get busy quickly and are greeted warmly by their key person. Babies cannot wait to start climbing the stairs and going down the slide on their indoor climbing equipment. Children are immersed in songs and stories as soon as they enter the nursery. They are eager to choose favourite books for adults to read and sing 'Baby shark' in the engaging under the sea area that has been created from their interests.

Staff have high expectations of children. Children enjoy their time at nursery and have created strong bonds with adults and friends. Children behave well. They settle swiftly as parents drop them off, and enjoy choosing their cereal for breakfast. Children are growing in confidence and developing a love of learning as they begin to investigate and explore, while spending good periods of time playing with what they have chosen. For example, babies enjoy their 'wheels on the bus' café and roll their sleeves up to fully explore the slime. Toddlers use play dough to design and make their own spiders like the ones they found in the garden earlier.

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

- Staff find out about children's interests, which informs their planning. Staff complete detailed observations and assessments of children's progress. Overall, this allows them to quickly identify if there are any gaps in children's learning. However, occasionally, staff do not make a clear link between the intended learning and the delivery of planned activities for younger children. This means that, at times, young children's learning opportunities are not maximised.
- Children's communication skills are encouraged throughout the nursery. For instance, staff use single words with babies, and use repetition effectively. Older children are confident communicators. As their language develops, children are able to ask for help when needed and initiate conversation with their peers. Pre-school children learn words of affirmation as they write their own fortune cookies about being strong, loved and capable.
- Children have respect for their environment and are encouraged to look after their resources. They are very helpful when tidying up and follow instructions and routines quickly. Their independence skills are developing well, as they wash their hands, lay the table for lunch and scrape their plates.
- Children have positive attitudes towards learning and behave very well. For instance, toddlers play independently, use blocks to build towers, building them up again when they fall down, and work cooperatively with friends to create patterns using magnetic tiles.
- Staff know the children well and understand what they need in order to feel safe

and secure. Babies and children can express their emotions well and seek out staff for comfort when needed.

- Staff ensure that children with special educational needs and/or disabilities can access and benefit from the curriculum. Staff put effective plans in place, that are shared with parents, to improve progress. With support from an experienced special educational needs coordinator and outside agencies, the staff implement a variety of strategies to support the needs of the children. For instance, they plan small one-to-one and group work, for children who may need more attention.
- Parents speak highly of this setting and are impressed with the level of communication, support, and the personalised settling-in process. They benefit from sharing ideas at parent social evenings, get regular updates on the parent app and have opportunities to discuss relevant topics, such as trying new foods. Parents engage well with the lending library and borrow books children have chosen.
- Leaders and managers are motivated and ambitious. Leaders ensure that training is relevant, and overall professional development is a priority. In the main, the managers have a good overview of the nursery. However, there is scope to improve how they monitor the quality of teaching and education, in particular for younger children, to ensure it is consistent across the nursery and continually improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a robust safeguarding procedure in place. They have regular and up-to-date training to ensure their knowledge is current and refreshed. This includes signs that a child may be at risk from those with extreme views. Leaders and managers make keeping children safe a priority. They ensure that any concerns are raised in a timely way, follow the correct procedures and always seek advice where necessary. Health and safety are paramount. Staff's use of their safety mascot helps the children to keep themselves safe.

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

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

- embed staff's knowledge and skills of teaching to ensure there is a learning focus and clear intention during interactions and experiences that support young children's development further
- focus professional development opportunities more precisely on supporting staff to use their interactions with younger children effectively so that they are consistently focused on improving learning and development outcomes.

## Setting details

<b>Unique reference number</b>	EY253975
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10234702
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	58
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3056
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

Bright Horizons New Southgate Day Nursery and Preschool registered in 2016. The nursery located in Southgate, in the London Borough of Barnet. It is managed by Bright Horizons Family Solutions. The nursery is open from 8am to 6pm Monday to Friday, for 51 weeks of the year. It employs 16 staff, 13 of whom hold an appropriate early years qualification from level 7 to level 2. The manager holds a Master of Arts in Early Years Education. The nursery also employs a chef. It receives funding for the provision of free early education to children aged two, three and four years.

## 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 setting and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.

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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