

Inspection of Bright Horizons East Barnet Day Nursery and Preschool

87 Brookside South, East Barnet, Barnet EN4 8LL

Inspection date:

3 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders and managers have a clear vision for the curriculum. However, this is not achieved consistently in practice across all rooms in the nursery. Teaching and the quality of interactions are variable. Staff do not have high enough expectations for all the children. This is particularly the case with younger children, for whom communication and language, self-regulation, and independence are not always sufficiently challenging. This means that children do not benefit consistently from meaningful learning experiences. The quality of education is not yet good for all children.

Although there are gaps in the curriculum, children make satisfactory progress and develop the necessary skills in readiness for school. For instance, children eagerly take part in activities of their choice. Children enter the nursery happily. They separate from their parents easily and are welcomed by caring staff. Children show that they feel safe and secure in the nursery. They settle for a day with familiar people. In the main, children behave well and have positive attitudes towards their learning. For example, children who are engrossed in mark making in sand persist at this activity for an extended period of time. Through monitoring, leaders are acutely aware of the weaknesses in practice. They recognise where there is variability in the quality of teaching. Plans are in place to ensure that the broad and ambitious curriculum is embedded for all children.

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

- Parents speak positively about the nursery. They say that their children are happy, and staff are welcoming. Parents feel that they have close communication with the nursery. They praise the management and staff for supporting children's transitions from home to the setting.
- Children generally form secure relationship with specific key staff, and receive reassurance and cuddles when needed. Staff regularly observe children and know them well. Although staff identify children's next steps, they do not always provide consistent support for children to achieve them. Additionally, staff do not always share information with each other well enough in order to support the care and learning needs of all children in the absence of a key person.
- Staff supervise children well to ensure their safety. However, on occasion, leaders do not deploy staff well within the nursery. There are times when children are not being engaged in good quality interactions and learning, as key staff are busy with other tasks, such as fetching lunch or cleaning. Additionally, staff do not take children's learning needs and abilities into consideration when organising group activities. This impacts on children's attitudes towards learning as they become disengaged.
- Overall, staff who work with older children support their communication and

language development well. They read stories and sing songs together. However, staff do not always provide sufficient support for the language development for babies and young toddlers. For example, at times, staff limit their comments on what children are doing to 'good girl, clever girl'. Additionally, the noise levels are not always managed effectively. This has an impact on the quality of education that young children receive in the nursery.

- Staff promote children's understanding of healthy lifestyles well. Children benefit from nutritious snacks and meals. The outdoor area is used very well to support children's physical development. For instance, children enjoy exploring sand and water activities, and participate in challenging physical activities, such as balancing and climbing. They practise their coordination skills while taking part in weekly football sessions. Children paint with brushes, mark make with pencils, and use their hands to play with play dough and sand to practise strengthening their manipulative skills.
- In the main, children behave well and follow routines. Older children learn to manage their personal care routines, including toileting. However, staff do not always enable babies and younger children to manage age-appropriate tasks to extend their independence skills, and do not provide children with consistent messages about what is expected of them. This, at times, leads to children not following the instructions well. For instance, they do not pack away resources properly before going outdoors.
- Children learn about the world around them and they take part in a range of activities that promote their understanding of the community. For example, children meet elderly people while they all use the local mobile library.
- Staff report that they feel supported and valued. They say that training is widely available. Leaders evaluate the practice regularly. However, they still need to implement effective plans to ensure that required improvements are swiftly made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. They can explain how to recognise a range of signs of potential abuse and neglect, and can take action to manage these. There is robust culture of keeping children safe from harm. Staff know how to follow internal and external reporting procedures. Staff are familiar with broader safeguarding matters, including signs of potential radicalisation. Most staff hold a first-aid qualification. The risk assessment in place helps to keep children safe. Leaders follow safer recruitment processes to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff provide clear messages for children to help them to understand expectations for behaviour, follow instructions and become independent in their self-care	07/04/2023
implement an effective curriculum, with particular regard to promoting younger children's language and communication development, and improve the management of noise levels within the nursery	07/04/2023
strengthen the key-person system for younger children when their key person is not present, so that individual learning and care continues	07/04/2023
review staff deployment arrangements to meet children's needs, including the organisation of group times, to ensure that children receive consistently high-quality interactions.	07/04/2023

Setting details

Unique reference number	EY490890
Local authority	Barnet
Inspection number	10276787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	87
Number of children on roll	79
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3041
Date of previous inspection	25 October 2017

Information about this early years setting

Bright Horizons East Barnet Day Nursery and Preschool registered in 2015. The nursery is situated in East Barnet in the London borough of Barnet. It opens Monday to Friday from 7.30am to 6.30pm, all year round. The provider receives funding for the provision of free early education for children age two, three and four years. The provider employs 22 staff, of whom 13 hold appropriate early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector
Agnes Wink

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 leaders and has taken that into account in their evaluation of the nursery.
- Parents shared their views of the setting with the inspector.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The deputy manager and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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