

Inspection of Parkside View Nursery

West Hendon Playing Fields, Goldsmith Avenue, West Hendon, Barnet NW9 7EU

Inspection date: 8 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and nurturing nursery, which provides a welcoming 'home from home'. They receive attentive care from their key persons, which helps them to settle and feel secure right from the start. Children move around confidently and make independent choices about their play. They are keen to explore the interesting resources and activities, indoors and outdoors.

Children benefit from a broad curriculum which ignites their interest and supports all areas of their learning. Staff develop children's own fascinations and help them to build on what they know and can do. Children are enthusiastic about the activities provided and enjoy their learning. For example, they display great energy and enjoyment as they role play being firefighters. Children use their imaginations and develop their physical skills as they pretend to put out a fire by spraying water from bottles.

Children respond positively to the staff's high expectations. They follow the nursery's rules and routines, such as helping to tidy up after play. They are kind to each other and develop good friendships with their peers. Children acquire a wide range of skills which provide a firm foundation for starting school. For example, they enjoy being independent and learn to manage their personal care, such as washing their hands and wiping their noses by themselves.

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

- The manager and staff value their partnerships with parents highly. They work hard to embed a shared approach, to support children's health and development. Parents give glowing feedback about the nursery and the caring staff. They say that their children thoroughly enjoy attending and make good progress in their learning.
- The manager works with staff to review the provision and improve the outcomes for children. For instance, staff recognise that some children need more support with their emotional development. Therefore, they have introduced strategies, such as an 'emotions monkey', to help children share their feelings. Children demonstrate a good awareness of a range of emotions. For instance, they draw pictures of various facial expressions and explain how the characters are feeling.
- Staff provide effective support for children with special educational needs and/or disabilities (SEND), to help close any gaps in their learning. Consequently, all children, including those with SEND and those who receive additional funding, make good progress from their starting points.
- Staff have regular opportunities for professional development and speak enthusiastically about recent training. The manager observes staff and monitors the quality of teaching. However, she does not ensure that staff's professional

development is sharply focused on their individual learning, to further strengthen their good practice.

- The nursery welcomes children from a diverse range of backgrounds. Staff ensure that the resources and activities reflect the children's own experiences and introduce them to other cultures and traditions. This builds children's self-esteem and helps to develop their respect for others.
- Children show positive attitudes to learning and focus well on the activities that they choose. For example, they demonstrate creativity as they make birthday cakes from play dough. Children show attention to detail as they carefully add fresh flowers as decorations. They confidently share their ideas with adults and show pride in their achievements.
- The support for children's language and communication is a strength. Staff talk, read and sing with children throughout the day, to help them develop their speaking and listening skills. Staff also speak a variety of languages and provide excellent support for children who speak English as an additional language. As a result, children become confident and effective communicators.
- Staff interact very positively with children and demonstrate some good teaching skills. For example, during a play dough activity, staff introduce mathematical language, to help children understand quantities and sizes. However, staff do not always encourage children to develop their thinking skills and begin to solve problems independently.
- Children play outdoors each day and enjoy activities such as yoga and sports sessions, to support their physical development. They learn to make healthy food choices and to brush their teeth after meals. This contributes to children's understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough knowledge of safeguarding procedures. They know how to identify possible signs of abuse and to report concerns about children's welfare. The manager understands her responsibility to protect children from harm. This includes the requirement to report any allegations or concerns about staff. Staff have regular training, to keep their safeguarding knowledge up to date. Recruitment procedures are robust. This helps to ensure that staff are suitable to work with children. There are effective procedures and risk assessments in place which help to provide a safe and secure learning environment for children.

What does the setting need to do to improve?

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

- strengthen further the systems to monitor and support staff's professional development, to focus more sharply on staff's individual learning requirements

- help staff to provide more consistent support and encouragement for children's critical thinking and problem-solving skills.

Setting details

Unique reference number	EY429182
Local authority	Barnet
Inspection number	10264903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	64
Number of children on roll	45
Name of registered person	Parkside View Nursery Ltd
Registered person unique reference number	RP535209
Telephone number	0208 200 9582
Date of previous inspection	29 June 2017

Information about this early years setting

Parkside View Nursery registered in 2012. It is situated in West Hendon, in the London Borough of Barnet. The nursery is open each weekday from 8am to 6pm, throughout most of the year. It offers funded early education for children aged two, three and four years. The provider employs eight members of staff, six of whom hold relevant childcare qualifications at level 3 or level 2.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager, who also owns the nursery, showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- The manager met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. She ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.

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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