

# Inspection of Hampstead Garden Suburb Pre-School

Free Church Hall, Northway, LONDON NW11 6PB

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Inspection date:

13 March 2023

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## **Overall effectiveness**

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## **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**

Children are happy to come to this setting. They form warm relationships with many staff. For example, children share their learning with staff or tell them about what they have been doing at home. Warm relationships such as these help children to feel safe and secure within the setting.

The progress that children make in their learning is variable. Children engage well in the variety of activities on offer. For example, they play in the home corner with their friends or enjoy playing with trains in an adult-led activity. However, staff do not always plan activities that are appropriate to children's age and stage of development. For example, some children who participate in phonics sessions are not developmentally ready for this. This impacts on the progress that children make.

Many children display positive behaviour. They are beginning to develop empathy for others by talking with staff about how other children feel. Children are proud when staff praise them for being kind to others. For example, children are told, 'Well done for being kind,' when they get another child's cup for them.

However, on occasion, children do not behave in the expected ways. Leaders do not deploy staff in a way which means staff always see when this happens. For example, when children snatch toys from each other, staff do not always witness this, so cannot support children to resolve disagreements with peers. On these occasions, children do not develop their social skills.

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

- The curriculum for communication and language is inconsistent. Staff sometimes support children's communication and language skills well. On these occasions, staff get down to the children's level and talk about what they are doing. They use new words to enrich children's language as they lead activities or play with children. For example, as they make bird feeders, they talk about different birds that may come and eat the food, such as 'magpies' and 'kookaburras'. This helps children to broaden their range of vocabulary. Staff also ensure that children have opportunities to listen to stories to develop their language and love of books.
- However, at times, some children are left to play independently for much of the session, without adults supporting them in their learning during play. These children do not progress in their language development at these times. Additionally, sometimes staff do not model language accurately to the children, such as when they ask children, 'Who's going garden?' On these occasions, children do not learn accurate sentence structure.

- The curriculum for physical development is variable. Staff plan many opportunities to support children to develop their fine motor skills. For example, children practise cutting and sticking or paint on the easel. In the garden, staff support children to develop their gross motor skills. For example, children dig in puddles, ride bikes or kick balls. However, not all children choose to go into the garden. Leaders do not consider how to support these children to develop their gross motor skills inside or how to encourage them to go outside. This means that these children are not physically active every day.
- Leaders support children with special educational needs and/or disabilities well. They work in partnership with parents and external professionals to set achievable targets. Staff use recommended strategies to support children to achieve these targets. This means that children make progress on their individual learning journeys.
- Staff have a good understanding of the progress their key children have made and what their next steps are. They are beginning to plan how to support children to achieve these next steps, although this is not yet consistent.
- Staff support children who speak English as an additional language well. They use visual prompts and words from children's home languages. This helps children to develop both their English and home language, as well as feeling proud of other languages that they speak.
- Leaders offer some support to staff in their professional development. They provide staff with access to online training and encourage them to observe each other's practice. However, leaders do not always accurately identify what good practice looks like. This means that, on these occasions, they cannot support staff to improve their practice.
- Leaders build strong partnerships with parents. Staff communicate with parents about what children have been doing at nursery via an app and verbally. Leaders involve parents in the life of the nursery well. For example, they encourage parents to share special occasions from their culture or religion with the children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure that they keep their safeguarding knowledge up to date. Leaders have a good understanding of safeguarding procedures and know where to go for further support if necessary. They use effective systems to recruit staff and to ensure their ongoing suitability.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
deploy staff in a way that enables them to support children to develop positive behaviours at all times	31/03/2023
implement the curriculum for communication and language consistently for all children	31/03/2023
ensure that all children have the opportunity to be physically active every day	31/03/2023
develop leaders' understanding of what good practice looks like so they are able to consistently model this and provide effective support for staff.	31/03/2023

## Setting details

<b>Unique reference number</b>	EY338293
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10279636
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Hampstead Garden Suburb Pre-School Partnership
<b>Registered person unique reference number</b>	RP535420
<b>Telephone number</b>	07785 995 412
<b>Date of previous inspection</b>	6 November 2018

## Information about this early years setting

Hampstead Garden Suburb Pre-School registered in 2006. The pre-school operates from 8.30am to 2.30pm on weekdays, with the option for children to stay for shorter hours. The provider employs six staff, four of whom hold relevant childcare qualifications. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Gordon

## 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 provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector held discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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