

# Inspection of b\_together

49 - 51, St. Johns Wood High Street, London NW8 7NJ

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Inspection date: 10 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly when they arrive at the nursery. They develop warm and trusting relationships with the staff. This is because staff are friendly and caring. They provide children with a nurturing and engaging environment, where activities reflect children's individual needs and interests. For example, before children arrive their favourite toys and resources, such as dinosaurs, dolls and big vehicles, are readily available. Children are eager learners and happily explore the nursery environment. For instance, they explore the properties of resources, such as play dough, sand, and soil, in all areas of the nursery. Staff enthusiastically interact with children and join in with their play. They talk with children as they play and model the correct use of words to help promote their developing communication skills. Children listen attentively to staff instructions, who act as a positive role model for them.

Older children can concentrate for extended periods of time and are well behaved. Staff encourage children to manage tasks for themselves and praise their achievements. This supports children's emotional well-being and confidence wonderfully. As a result, some children are beginning to manage their self-care needs successfully. Children proudly carry out simple tasks around the nursery. For example, helping to tidy up after their play and setting the lunch table. Overall, staff work closely in partnership with parents. Parents say they are kept well informed of their child's progress and information is shared in a several ways. This includes newsletters, daily discussions and observations via the online system.

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

- Leaders and the new manager have worked hard since the last inspection. They have worked closely with the local authority, and the parents, and engaged with staff. They have successfully developed clear structures for staff training and educational programmes. Consequently, staff now understand what their key children need to learn next and how to plan activities, enabling them to continue to make good progress.
- Staff support children's communication and language development. For example, staff introduce letter sounds and help children to recognise objects that start with associated letters. Children hear many new words. For instance, during sensory play, they learn how bees make honey and use words, such as pollen and nectar. Staff ask children relevant questions to build on their learning. However, some staff do not always allow children enough time to think through their ideas and respond.
- Children who speak English as an additional language are well supported. Staff learn key words and phrases in the children's home language to support their understanding. This helps to build children's confidence and emotional well-

being. Parents are encouraged to play an active part in the nursery to develop children's language skills. For instance, they come into the nursery to read stories and sing songs in different languages.

- Staff support children's mathematical development appropriately. For instance, they teach children to count, match and compare objects and to talk about shapes. Children use words such as rhombus, triangles and squares in their play.
- Children's literacy skills are equally well promoted. They enjoy listening to stories, which they select from a range of books and develop early writing skills. Children gain the skills they need to help them with the next stage in their learning.
- Staff assess children's progress accurately. They plan activities based on children's individual interests and next steps. They includes activities that teach children about respecting other people's cultures that are different to their own.
- The outdoor area and the curriculum are not as well organised as the indoors. Senior leaders recognise this and have extensive plans to develop the outdoor area and the curriculum further. This said, children have sufficient physical exercise and plenty of fresh air.
- Staff promote healthy lifestyles. A variety of well-balanced snacks and meals are provided. Staff teach children that eating fruit and vegetables is very good for their health.
- The nursery manager has a clear vision for ongoing improvements. She includes the views of staff, parents, and children in planning for the future development of the nursery. She has identified all areas to monitor and improve.

## Safeguarding

The arrangements for safeguarding are effective.

Senior leaders ensure staff are well trained in child protection and their knowledge is kept up to date. This means staff are aware of the procedures they must follow, should they have any concerns about a child's welfare. This includes what to do if children are at risk of extreme views or behaviours and female genital mutilation. Recruitment processes for new staff are thorough, to ensure staff are suitable to work with children. There are effective procedures to manage children's allergies and children are supervised carefully at all times. Staff ensure children are safe and secure in all areas of the nursery.

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

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

- provide children with more time to respond to questions and think through their ideas, to extend their learning as fully as possible
- continue to develop the outdoor area and the curriculum for all children.

## Setting details

<b>Unique reference number</b>	2633386
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10238424
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Intergenic Limited
<b>Registered person unique reference number</b>	2633385
<b>Telephone number</b>	07447805405
<b>Date of previous inspection</b>	5 April 2022

## Information about this early years setting

b\_together registered in 2021 and is situated in the London Borough of Westminster. It is open from 8am to 6pm Monday to Friday, all year round. The setting currently employs 10 staff. Of these, three hold level 6 qualifications, two hold level 4 and three hold level 3 qualifications.

## Information about this inspection

### Inspector

Rubina Nijabat

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery manager and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and room leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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