

Inspection of Northwood Day Nursery

Northwood Headquarters, Sandy Lane, Northwood, Middlesex HA6 3HP

Inspection date: 6 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are welcomed by exceptionally happy, motivated and nurturing staff practitioners. They form close and trusting bonds with their key workers and the rest of the team in each room. Toddlers immerse themselves in learning as they make Easter eggs out of play dough. They discuss it in detail with the staff as they follow their instructions. For example, they explain that the eggs are 'oval'. They make pretend cups of tea for the staff and ask them to 'blow at it', competently understanding the risks associated with having hot drinks.

Children's language and vocabulary are exceptional. For example, older children take part in self-regulation activities explaining to the inspector that it helps them to 'calm down when they get too excited'. As children become more confident, staff support them to interact purposefully, encouraging them to think about how they are feeling. As a result, children develop an excellent awareness of their emotions. Babies interact exceptionally well, and their needs are understood through verbal communication and body language. Children enjoy time to think and respond to staff, who fully understand the value of promoting their communication skills. Children who speak English as an additional language make very good progress in their learning. Staff use visual prompts and learn some essential words in the children's languages to help and support their communication. The children have a sense of their own identity; for example, they tell the inspector that they will be going away on holiday to see their family in their home country.

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

- Children thrive and make excellent progress. There is a strong emphasis on providing a broad and balanced curriculum, which is embedded across all areas of learning and provides an inclusive environment.
- Children are confident and inquisitive. They receive high-quality interactions from the practitioners when they work in small groups or at circle time. For example, younger children play with shopping baskets, filling them with fresh fruits, naming each item. Staff show some exotic fruit and teach the children new facts through fun songs, combining them with early mathematics such as counting.
- Staff care for babies exceptionally well. Their individual needs and routines are respected. Babies have secure attachments with their key persons, who know their likes and dislikes. They enjoy healthy and freshly cooked meals, sitting together with their friends. While some babies sleep comfortably in a dedicated sleep room, others continue their learning and exploration undisturbed, for instance, through 'tummy-time'. This strengthens their core and muscles, preparing them for the next stage of development.
- Children's behaviour is exceptional. For example, children continuously

demonstrate excellent manners saying, 'thank you' and 'please' at snack and mealtimes. They help the staff to tidy up the room during the routine transitions, and in return staff remember to praise children's efforts with words of encouragement.

- Children learn to manage their feelings and emotions and treat each other with kindness. For instance, children share story props well and take turns to explore them. They offer the inspector a chance to 'look and feel' bags with sticks and mud and remind her to pass it on to the next person.
- Children are actively encouraged to take risks. Staff support children to develop excellent physical skills. Babies learn to control their bodies while navigating push- and pull-along equipment. Babies and toddlers climb up and jump off a low garden stage. They develop their large-muscle skills. Older children learn to handle tools with care and develop their small-muscle skills while participating in deconstructive play with pipes and connective resources.
- Parents are very happy with their children's care and learning. They comment on the in-depth knowledge of the manager and staff team, and their support for families where children experience separation anxiety. Parents say that their children have made superb progress and are ready for school. Parents comment that the communication between the nursery and home is excellent. They readily await daily feedback and look forward to seeing their children's journals. Parents extend the setting's teaching at home and say they use the same positive strategies to address children's behaviour at home, and they comment that it works very well.
- Staff comment on their enjoyment of working at this nursery and say they feel valued and respected. They feel supported in their own continuous professional development and comment on a well maintained work-life balance. The manager recognises the importance of the staff well-being as this has positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is of the highest priority. All staff have completed safeguarding training, which includes a wide range of child protection issues. They have a comprehensive understanding of the signs that could indicate a child is at risk of harm. Staff continually refresh their knowledge and understanding through ongoing training. They talk competently about how to report any concerns or doubts. Staff are skilful in spotting any possible signs that may suggest children are worried or upset. They understand the importance of a whistle-blowing policy and would record and report any inappropriate behaviour. Completion of a rigorous recruitment, induction and mentoring programme means staff are very suitable for the role.

Setting details

Unique reference number	EY218985
Local authority	Hertfordshire
Inspection number	10280462
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	45
Number of children on roll	44
Name of registered person	Helen McIlrath Limited
Registered person unique reference number	RP535232
Telephone number	01923957028
Date of previous inspection	21 August 2017

Information about this early years setting

Northwood Day Nursery registered in 2002. It is one of two nurseries run privately by the same provider. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including one at level 5 and one at level 6. Of the remaining staff, 3 hold a recognised early years level 2 qualification. The nursery opens from 7.45am until 5.30pm, from Monday to Friday, all year round. It provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector reviewed relevant documentation, including the evidence of recruitment and suitability of the adults working with the children.
- The inspector took account of the views from parents spoken to on the day of the inspection and read emailed testimonies.

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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