

Inspection of Bright Horizons Finsbury Park Day Nursery and Preschool

Dulas Street, Finsbury Park, London N4 3AF

Inspection date: 5 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Outstanding
-------------------------	--------------------

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 show high levels of energy and excitement as they enter the safe and well-resourced environment. They have excellent emotional attachments to staff. Children flourish and have good self-esteem. Children of all ages curiously explore. Older children form strong friendships and demonstrate exemplary behaviour. They enjoy being together and patiently take turns while playing games with rules.

Leaders provide a broad curriculum. Staff plan exciting activities that are linked to children's recent experiences, such as visits to the vets, bus garage and train station. This helps children to build a secure understanding about people who help them in society. Children are resilient and inquisitive learners. Babies persist as they attempt to free toy farm animals from sticky tape. Children spend time engrossed in sensory play with arctic animals. Staff spontaneously sing songs to babies. Babies enjoy these moments and excitedly tap drums and other instruments alongside staff.

Children make good progress and gain a wide range of useful skills to help them be ready for school. They progress well with their communication skills and learn how to express their needs and wishes. Children learn good self-organisation skills. For instance, they bring their kits ready for physical development sessions and dress and undress themselves independently.

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

- Across the nursery, staff promote children's independence and communication skills very well. They habitually stand back and allow children to attempt things for themselves before offering assistance. Children show that they want to do things unaided. For example, they serve their own portions at mealtimes and scrape their own plates when they finish eating.
- Children build impressive speaking skills. Staff emphasise key vocabulary at every opportunity for children to copy and master. Babies learn to use words intentionally. Older children ask and respond to questions, using 'what', 'why' and 'how'.
- Children have trusting relationships with staff. Babies maintain good eye contact as they babble and repeat words spoken by staff. They confidently cruise and toddle around the indoor areas.
- Staff have high expectations of children's behaviour. Children show they respect and value each other. For example, older children listen to each other share all about their favourite toys during 'show and tell' times. Staff promote children's early mathematical skills. Children enjoy games involving matching numbers to quantities.
- Children play energetically outdoors. They enjoy participating in cooperative

games together in groups. Children develop strong physical skills as they play with bats and balls. They roll tyres with good coordination. However, there are too few opportunities for children to learn to take appropriate risks during outdoor play and develop their good physical skills even further.

- Parents are very happy with the good-quality care and education their children receive at the nursery. Parent partnerships are effective. Leaders welcome parents to visit to share what they do in their professions with children. This contributes to children's rich experiences at the nursery.
- The nursery's special educational needs coordinator is skilled and proactive. She ensures children who are making less than typical progress receive early intervention. Staff employ effective strategies that engage children in learning during activities. Therefore, all children make the best progress possible.
- Staff expertly promote children's understanding of how to keep themselves safe, both indoors and during educational visits. Children refer to the nursery's superhero, 'Candy Floss', as they confidently explain why they must be mindful of traffic during trips and outings. They enjoy assuming some responsibility for keeping the nursery free from any hazards.
- The manager and deputy are very committed to securing continuous improvements to the nursery based on an agreed plan of action. They have clear strategies in place to coach, upskill and mentor staff. However, there are some inconsistencies with coaching for bank staff to improve their practice further. Leaders have firm plans in place to refurbish and further improve the outdoor area. This includes a new mud kitchen and separate designated areas for riding bikes and active and calmer outdoor play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with a wide range of training in relation to safeguarding. This training enables staff to know how to spot any signs of abuse or neglect and to recognise when a child may be at risk of harm. Leaders have provided clear procedures for staff to report any concerns they may have about children's welfare. Staff follow these procedures consistently well. Staff carry out thorough daily checks of the nursery environment and children's activities. They keep an accurate record of any accidents that children have and promptly inform parents.

What does the setting need to do to improve?

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

- increase opportunities outdoors for children to learn to take appropriate risks in their play so they can develop their already good physical skills even further
- strengthen coaching for bank staff so their childcare practice continues to improve.

Setting details

Unique reference number	EY288638
Local authority	Islington
Inspection number	10283914
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	97
Number of children on roll	68
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6547
Date of previous inspection	19 July 2018

Information about this early years setting

Bright Horizons Finsbury Park Day Nursery and Preschool registered in 2004. It is situated in Finsbury Park, in the London Borough of Islington. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. In total, there are 30 staff working directly with children, 17 of whom hold qualifications at level 3 and above. This includes a qualified teacher. The provider receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

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 leaders and has taken that into account in their evaluation of the nursery.
- The inspector observed how staff support children during indoor and outdoor activities and assessed the impact on their learning.
- The inspector completed a learning walk and a joint observation with the manager.
- The inspector spoke with parents, managers, staff and children during the inspection.
- The inspector checked safeguarding records, documentation and the central record of staff's suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023