

Inspection of Bowes Park Nursery

63-65 Whittington Road, Bounds Green, London N22 8YR

Inspection date:

21 February 2023

Overall effectiveness

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted by key persons on arrival and quickly settle in to activities. Younger children benefit from a range of exciting learning opportunities, ably supported by staff, who have high expectations for the children they teach. However, not all children benefit from such high-quality practice. Some staff in the pre-school room miss opportunities to extend children's learning. When children have completed an adult-directed activity, staff do not encourage children to go and explore other activities or choose resources they are interested in from the wide range on offer. As a result, at times, children are not engaged in meaningful activity and their behaviour quickly deteriorates.

Across the nursery, children's independent self-care skills are very well supported. All children are encouraged to put on their own coats and shoes before going outside and learn to use the toilet. 'Snuffle stations' in each room remind them how to blow and clean their own noses.

Younger children are learning how to behave well. They understand the room's routines and the behaviour that is expected of them. However, in the pre-school room, staff do not consistently reinforce behaviour expectations. They do not remind children to moderate their voices regularly and noise levels become too high. This has a negative impact on children's ability to concentrate and focus when learning.

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

- The manager is able to evaluate the quality of care and education provided. She has put comprehensive monitoring systems in place to check staff's teaching practice and identifies areas that need improving. She provides targeted training and support where necessary. However, these measures are not currently having a positive impact on the practice of some staff.
- The curriculum takes account of children's interests and age-related development needs. For example, older children are asked what they would like to learn and younger children's parents are regularly surveyed about their children's interests. The information gathered is used to plan the learning focus for each room. Children have opportunities to learn across all areas of the curriculum, both indoors and when playing outside.
- Younger children's learning is very well supported by staff. For instance, babies listen to a favourite story about space. They then explore a range of resources linked to the theme. Staff effectively support and develop their play. Some staff in the pre-school room are not as skilled. They do not intervene to extend children's learning. Therefore, children do not make as much progress.
- Communication and language provision is good. There are books everywhere

and children spend time throughout the day reading on their own and with staff. Children are supported to develop their spoken English skills. Staff model simple sentences and speak clearly to ensure children understand. Staff working with the younger children use their questioning skills well and children are encouraged to 'use their words'.

- Mathematical learning is a focus across the nursery. Children have many opportunities to practise their early number skills and to explore shapes and measurement.
- Staff are very responsive to children's needs in the baby room. Children form strong bonds with staff, who know them very well. They go to their key person for cuddles when they are upset and receive regular praise and encouragement, which builds their self-esteem and confidence.
- Staff working with younger children teach them how to use equipment correctly. However, some staff in the pre-school room do not model the correct use of tools and/or remind children when they are using the wrong tools for the job at hand. This means children do not fully access activities and their learning does not progress as well as it could.
- Senior staff working with younger children set clear expectations for behaviour, which is managed consistently by all staff. However, in the pre-school room, managers do not always intervene when children's behaviour is less than good and/or remind all children how to behave well. This means children's learning and development is variable and does not prepare children well for the next stage in their education.
- Parents say that their children really look forward to coming to nursery. Staff communicate well with parents and provide many opportunities for them to discuss their children's learning and progress. This includes sharing information via an online application and daily opportunities for verbal updates.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities and how to protect the children they care for. Staff attend regular safeguarding training to keep their knowledge and understanding up to date, including the 'Prevent' duty and female genital mutilation training. Staff understand the signs that children may be at risk of harm and know how to report their concerns. The nursery environment is safe and secure and access to the site is controlled by comprehensive safety measures. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

What does the setting need to do to improve?

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

	Due date
review staff monitoring systems and professional development programmes, to ensure poor performance is supported effectively and teaching practice improves	31/03/2023
ensure staff model and remind children how to use tools and equipment correctly, improving their access to activities and progressing their learning	24/03/2023
improve how staff support children's behaviour in the pre-school room, including interventions from senior staff, so that children understand expectations and know how to behave appropriately.	24/02/2023

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

- support staff's understanding of how to extend children's learning and development in the pre-school room, ensuring children make consistently good progress.

Setting details

Unique reference number	140406
Local authority	Haringey
Inspection number	10264172
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	100
Number of children on roll	124
Name of registered person	Bowes Park Nurseries Ltd
Registered person unique reference number	RP904907
Telephone number	020 8888 1142
Date of previous inspection	7 June 2017

Information about this early years setting

Bowes Park Nursery registered in 1998. The nursery is situated in Bounds Green in the London Borough of Haringey. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 41 staff working with the children. The majority of staff, including the manager, hold appropriate early years qualifications. Two members of staff have qualified teacher status.

Information about this inspection

Inspector

Paul Church

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 inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager. He looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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