

# Inspection of South Hampstead Daycare

The Delazslo Hall, Maresfield Gardens, London, Middlesex NW3 5SU

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Inspection date: 18 May 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 arrive at this nursery to a warm welcome from staff who are caring and attentive to their needs. Children's communication and language are supported through lots of conversations during their play. For example, during a story time activity, staff introduce the book 'Handa's Surprise'. They use real fruit, such as oranges, guava, avocado and mangoes, to bring the story to life. Children explore the texture of whole fruit in one basket and smell the cut fruit in another. They learn new words, such as 'squeeze' and 'spiky', to extend their learning. Children learn about cultural feasts, such as Shavuot. They explore fresh flowers and learn how to care for them and smell the fragrant petals. In addition, children practise placing the flower stems in small holes in a vase. This supports their fine motor skills in preparation for early writing.

Children develop their gross motor skills well during the day. They have opportunities to climb the slide, dance to music and balance on boards. Staff create activities which create excitement. For instance, children roll their bodies outside, pretending to be 'worms'. Children behave well in this nursery. Staff provide consistent boundaries and talk with children about their feelings. For example, children can go to the 'calm zone', where staff share a book about a colour monster. This helps children to visualise their emotions and begin to understand the skill of self-regulation.

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

- The manager has made improvements since the last inspection. She is ambitious in her vision for the nursery and shares this with her staff to ensure that improvements and practice remain consistent for the children. Staff understand the curriculum intent for all children and base their planning around children's interests and engagement. Children make progress.
- The manager has high expectations for her staff to ensure that their well-being is supported. Staff appreciate this and use their regular supervision sessions to improve their practice and access training. This supports their continuous professional development to improve their knowledge of child development.
- Children learn how to keep their bodies healthy. For example, they are provided with well-balanced, nutritious meals and snacks. Children have daily opportunities to exercise their bodies. They have a regular sleep to recharge in preparation for their afternoon activities. Children learn about good hygiene through washing their hands. They practise good dental routines. For example, children learn to squeeze toothpaste on a toothbrush and use mirrors to master the skill of brushing, which is modelled to them by staff. Staff sing, 'This is the way we wash our teeth,' to create a rhythm to the routine.
- Children demonstrate perseverance in trying new skills. For example, when

learning to cut fruit, staff model how to do it. When children struggle, staff replace the plastic knife with a sharper vegetable hand cutter. Staff then encourage children to 'push harder' and support them using hand over hand. When children show joy in their achievement, staff praise them for trying hard.

- Children's communication and language are supported well in this nursery. For example, when exploring the bug garden outside, staff ask, 'Shall we find the woodlouse?' Children scuttle to find the insects under pots and squeal in excitement when they find one. Staff extend children's language throughout the activity to engage children. For instance, they use new words, such as 'explore' and 'investigate', which children are beginning to understand.
- Children build their knowledge of mathematics. For example, they count from one to 10 in English and Hebrew. They use mathematical language. For example, children compare the weight of watering cans using the words 'light' and 'heavy' in their description.
- During mealtimes, children are served their snacks and meals by staff. However, some children who are capable of doing so are not encouraged to consistently build on their independence skills at these times.
- Staff carry out the required progress check when children are aged between two and three years. However, not all staff understand the rationale of why this is important and how it is a tool to detect if children need early intervention in the prime areas of learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff attend a wide range of training in relation to safeguarding. This ensures that staff can recognise the signs and symptoms of abuse or neglect and when a child may be at risk of harm. Staff have a clear understanding of who they need to report their concerns to if they are worried about a child's welfare. The manager ensures that safe recruitment procedures are followed. In addition, all staff's suitability to work with children is regularly checked to keep children safe. The manager makes sure that the environment is clean to reduce infection and the environment is checked indoors and outdoors to prevent accidents.

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

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

- provide opportunities for children who are capable to build on their independence skills at mealtimes
- ensure that staff understand the importance of completing the progress check when children are aged between two and three years and how it can be used.

## Setting details

<b>Unique reference number</b>	2552433
<b>Local authority</b>	Camden
<b>Inspection number</b>	10246849
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	21
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	United Synagogue
<b>Registered person unique reference number</b>	RP910804
<b>Telephone number</b>	07943505131
<b>Date of previous inspection</b>	19 May 2022

## Information about this early years setting

South Hampstead Daycare registered in 2019 and is located in the London Borough of Camden. The nursery is open all year round, from 8am to 6pm Monday to Thursday, and from 8am to midday Friday, except for bank holidays and some religious festivals. The provider employs eight staff, six of whom hold relevant childcare qualifications between level 2 and level 5.

## Information about this inspection

### Inspector

Jacqueline Halpin

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together and discussed the curriculum.
- The inspector observed the interactions between staff and children.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector looked at relevant documentation, including public liability insurance, paediatric first-aid certificates and training.

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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