

Inspection of North Harrow Nursery

42-44 Gloucester Road, Harrow, Middlesex HA1 4PW

Inspection date:

7 August 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Staff greet children with smiles as they arrive at the nursery. Children have strong bonds with staff. Staff value each child and have high expectations of them. Staff act as positive role models for behaviour. Children are happy and behave well in this caring environment. Staff encourage children to be independent. They give children clear and consistent messages on the importance of hygiene practices before and after mealtimes and encourage children to tidy away after play. Staff remind them of rules and boundaries to keep safe. For instance, toddlers are supported well on the importance of safety while climbing up and down stairs. Pre-school children practise the 'stop, look and listen' procedure when crossing roads during role-play sessions in the garden.

The curriculum is broad and stimulating. Staff are skilled in tailoring activities to ensure that all children, including those with special educational needs and/or disabilities, are supported well, with targeted plans and heightened ratios of staff where needed. The environment is adapted to ensure that it meets the needs of all learners. Activities support children to maintain focus by, for example, linking activities to their interests. Children learn important skills in preparation for school, and they make good progress.

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

- Staff have a clear understanding of the curriculum intent. They support babies' and older children's developing language very well. Staff give children plenty of time to think and respond to questions. They speak clearly to babies and older children and introduce new language. For example, staff use words such as 'congestion' when older children imagine that they are crossing a busy road. This helps children to build on their language and communication skills.
- Children enjoy their time in the garden. Toddlers develop their large-muscle skills as they step in and out of tyres and climb up the steps to go down the slide. There are plenty of opportunities for children to develop their fine motor skills. For instance, babies squeeze sponges and roll coloured balls in a water tray. Older children practise writing their names, and babies squash cooked jelly and play dough with their fingers. This helps children to strengthen the muscles in their hands in preparation for writing.
- Mathematical language is woven into everyday play. Children learn about volume as they play with sand. They use different-sized scoops, moulds and containers to make sand castles. Staff encourage children to practise reciting numbers in order. For example, children count their fingers, and staff ask them what number comes next. Staff correct them if needed. This supports children to understand the sequencing of numbers.
- Overall, staff promote the importance of maintaining healthy lifestyles. They

plan cooking activities and encourage children to access fresh air and engage in exercise daily. However, engaging in discussions with children during snack and mealtimes about the benefits of making healthy food choices would support their understanding even further.

- Parents are full of praise for the education and care their children receive. They are appreciative of staff's dedication and say that they bring out the best in children and create a loving, home-from-home environment for them to feel safe, valued and have fun. Parents feel well informed about children's development and next steps in learning through ongoing verbal feedback and an online app. In addition, staff share 'top tips' to help parents extend their children's learning at home even further.
- Staff have a positive, calm approach to supporting children to behave well. They clearly outline their expectations and remind older children that rules are in place to keep them safe. They encourage friendships, teamwork and turn taking.
- Leaders are dedicated and committed. They manage the nursery well and are reflective. This helps leaders to identify and make improvements. Staff feel supported in their work and well-being. They receive ongoing support, including training and professional development. Although leaders are implementing good systems and new approaches, these are not always precise enough to help staff embed their knowledge and skills and build further on their teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place safeguarding at the heart of their practice and provide staff with regular training on various safeguarding procedures. Staff are aware of the potential signs of abuse and know the process for reporting concerns about children. However, managers do not always check staff's understanding of what they have learned about, for example, the 'Prevent' duty. A few members of staff still feel that they would benefit from further training. Staff carry out checks to ensure that children are able to play in a safe and secure environment. Leaders complete thorough induction checks and ensure the ongoing suitability of staff.

What does the setting need to do to improve?

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

- support staff to help children learn about the benefits of eating healthy foods, to promote their ability to make healthy food choices
- monitor staff training and professional development opportunities to focus more precisely on helping all staff to build on their understanding of safeguarding training and broaden their opportunities to access more training to raise the quality of their practice further.

Setting details

Unique reference number	EY260395
Local authority	Harrow
Inspection number	10301219
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	112
Number of children on roll	135
Name of registered person	North Harrow Nursery Ltd
Registered person unique reference number	RP902220
Telephone number	020 8427 0114
Date of previous inspection	25 January 2018

Information about this early years setting

North Harrow Nursery registered in 2003. The nursery operates from two converted houses in the London Borough of Harrow. The nursery is open each day, from 8am to 6pm, all year round, for 50 weeks a year. The nursery employs 34 staff, 24 of whom hold appropriate early years qualifications at levels 2 to 7. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the provider 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 carried out a tour of the nursery and talked to the manager about the curriculum on offer during the learning walk.
- The inspector observed activities, indoors and outdoors, and the interactions between staff and children.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- Discussions were held between the inspector and parents to gather their views.
- The inspector held a management meeting with the manager and provider.
- The inspector sampled relevant documentation, including the suitability of staff working on the premises.

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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