

Inspection of Newstead Children's Centre

Newstead Childrens Centre, Fallows Close, East Finchley, London N2 8LG

Inspection date: 27 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed on arrival to this nursery. Staff ask parents how their child is today. This helps staff to understand the needs of the child and adapt their approach if necessary. Staff know children well, and leaders foster a strong partnership with families. Key milestones for children, such as toileting, are well supported by staff to support a consistent approach between home and nursery. Children build strong attachments to staff. Staff talk to children about their feelings and use picture cards with the children to enable them to express their emotions. This helps children build their self-esteem and confidence. Children begin their day with a welcome song and gentle exercises. They stretch and touch their toes to warm their muscles up, ready to begin their day of play. Staff model expectations to children and have routines in place. This helps children to feel safe and secure. Children behave well and have a good attitude to their learning.

Leaders have implemented an ambitious curriculum to ensure that every child reaches their full potential. Provision for all children, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), is carefully planned. Teaching is sequenced based on what children need to know next and what interests them. This helps to engage children in their learning. Children make good progress.

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

- Leaders ensure that teaching is of a high standard so that children have varied learning experiences. Staff attend regular training to update their knowledge and improve their practice. Regular supervision identifies staff's strengths, which can then be applied within the nursery. Leaders also check on staff's well-being, which is appreciated and valued by staff.
- Staff promote language development in a variety of ways. Children sing nursery rhymes and use familiar actions. Children listen with intent as staff read 'Goldilocks and the Three Bears', and children are encouraged to use finger puppets to bring the story to life. Children share their joy of stories and recall the parts of the book they have heard before. Children, including those who speak English as an additional language, are taught to be good communicators.
- Children enjoy outdoor learning and are enthusiastic about exploring nature. Staff help children to look for minibeasts under the logs, and children shriek with delight as they find centipedes and slugs. Staff extend children's learning by placing minibeasts in magnified pots so children can investigate insects closely. Children use pictures to help to identify minibeasts and share their discoveries with staff.
- Staff encourage children to take managed risks to build their confidence and resilience. Outdoors, children climb and balance on equipment. They enjoy the

swing attached to the tree. The outdoor area has been arranged so children have joyful experiences.

- Children learn independence skills through the support of staff. Soon after joining the nursery, they are taught how to put their coats on for outdoor play. They confidently help themselves to food at lunchtime. With gentle prompts, they wash their hands and wipe their faces. Children are learning routines and how to wait their turn. Staff are giving children the required skills in preparation for school.
- Children learn about healthy lifestyles and how to keep their bodies healthy. They begin to understand the importance of physical activity. They eat freshly prepared, healthy meals and snacks at nursery, and dietary needs are taken into consideration. After lunch, the children brush their teeth. This helps children build important skills for life.
- Parents speak highly of the nursery. They appreciate the supportive settling-in process, which reassures them that their child is safe and ready for nursery. Communication to inform parents of their child's progress is regular. Parents value the support they receive from the knowledgeable leader, such as for referrals to health professionals.
- The nursery has strong links with health professionals, which ensures that referrals are made promptly and with the support of parents. They work closely with the local authority to support children with SEND, ensuring that interventions are in place and reviewed regularly.
- Staff engage children in play throughout the day and provide support when needed. They skilfully move around the room, ensuring that children are engaged in meaningful learning. However, occasionally, staff are not deployed effectively after lunch to ensure that children remain focused.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete daily safety checks to ensure that the environment is free of hazards. In addition, resources are checked to ensure they are safe for children to play with. This reduces the likelihood of accidents. Good infection control is in place. For example, tables are wiped down and children wash their hands regularly. Staff have a good knowledge of how to recognise the signs and symptoms of abuse. They attend regular safeguarding training and team updates. Where necessary, staff know the reporting procedures. This helps to keep children safe from harm and neglect. Safe recruitment and ongoing suitability checks assure leaders that staff are suitable to work with children.

What does the setting need to do to improve?

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

- review and adapt the organisation of activities and deployment of staff to help all children remain highly engaged with the learning taking place after the lunchtime routine.

Setting details

Unique reference number	154613
Local authority	Barnet
Inspection number	10307836
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	38
Name of registered person	London Borough of Barnet
Registered person unique reference number	RP526875
Telephone number	0208 359 3460
Date of previous inspection	22 March 2018

Information about this early years setting

Newstead Children's Centre registered in 2001. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 to level 5. The pre-school operates term time only. Sessions are available Monday to Friday, from 9am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Halpin

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 and nursery leaders carried out a learning walk to discuss the curriculum.
- The inspector carried out observations of interactions between staff and children.
- The inspector and leader carried out a joint observation.
- The inspector spoke to parents and staff and took their views into account.
- The inspector looked at a range of documentation, including training certificates and insurance.

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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