

Inspection of Bright Horizons Norfolk Lodge Montessori Day Nursery

Norfolk Lodge, Dancers Hill Road, Barnet, Hertfordshire EN5 4RP

Inspection date: 4 January 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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 enjoy coming to this warm and welcoming nursery. They build secure bonds with staff, which helps them to feel safe and secure. Generally, staff deployment is effective. However, managers have not ensured that staff consistently follow the process so that children are always supervised adequately in the outdoor area. Children are well behaved. They respond positively to staff, who act as positive role models. Children understand how to build relationships with their peers, as staff support children to take turns in games. This helps children to form positive friendships. Children show a distinct respect for their environment, ensuring that resources are appropriately stored after use.

Staff show a commendable awareness of child development. They identify next steps that support children's learning through a variety of adult-led and child-initiated experiences. Babies giggle and become excited as they find toy animals hidden in shredded paper. Staff are animated in their interactions and make good eye contact, giving babies reassurance to explore activities with confidence. Children build strength in their fingers by exploring play dough. They learn to use tools for a purpose as they press moulds into the dough. Older children learn about the importance of recycling and how to develop their environment through planting areas and building more animal habitats. Children show that they are making good progress across a broad range of skills and knowledge in readiness for the next stage of their education.

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

- Staff plan an indoor curriculum that is sequenced and builds on children's learning and development. Children enjoy accessing a range of stimulating activities based on their interests and developmental needs. Although children enjoy being outdoors, the curriculum content is not embedded securely across the provision. There is less focus on using it to guide children's learning in the outdoor area in more meaningful ways. Sometimes, children's learning is less purposeful outside.
- Children are confident communicators. Staff introduce high-level, complex language to the children, using words such as 'alternating' as they explore a pattern of building blocks. This helps children to build on their already developed language abilities even further.
- Partnerships with parents are well established. Parents speak highly of the nursery and are kept up to date with their children's learning and development through consultations and termly reports. A lending library and shared topics provide opportunities for parents to extend their child's learning at home. Parents are actively involved in the nursery. They attend concerts and come into the setting to share information about their professions with the children.

- Staff promote children's mathematical development well. From an early age, children's interest in numbers and shapes is embedded. Younger children confidently identify numbers from one to 10. Older children articulate the names of more complex shapes such as cuboids. Staff check their understanding, which helps children to use these words accurately.
- Staff facilitate a smooth lunchtime routine, encouraging children's independence. They engage children in various tasks, such as self-serving their lunch and pouring their own drinks. However, not all routines and transitions are managed as effectively. For instance, some children wait for long periods as they move between the indoor and outdoor areas, which affects their ability to make the most of learning opportunities available.
- Children have a sense of belonging. Children who are bilingual are made to feel included. Staff learn key words from children's home language to use in their interactions with children. Staff demonstrate gentle and mindful approaches to caring for children. They gently soothe children to sleep and maintain respectful interaction during care duties.
- Children with special educational needs and/or disabilities (SEND) benefit from effective strategies to support them to make progress in their development. Staff work closely with parents, carers, and external agencies to ensure they receive the focused support they need. As a result, children with SEND make good progress from their starting points.
- Managers have secure systems in place to support staff's well-being and foster a supportive network. Regular supervision and training opportunities support staff to build on their professional development. The long-standing staff team works cohesively to ensure that children have positive outcomes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure staff follow the relevant process so that children are adequately supervised outdoors.	04/03/2024

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

- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those inside
- support staff to manage transitions more efficiently between the indoor and outdoor provision to make the most of children's learning opportunities.

Setting details

Unique reference number	EY496169
Local authority	Hertfordshire
Inspection number	10301004
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	1 to 4
Total number of places	139
Number of children on roll	178
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3912 6015
Date of previous inspection	12 January 2018

Information about this early years setting

Norfolk Lodge Montessori Nursery registered in 2016 and is located in Barnet. The nursery employs 44 members of childcare staff. Of these, 36 staff hold appropriate early years qualifications at level 2 or above. There is one staff member with qualified teacher status. The nursery receives funding for free early education for three- and four-year-old children. The nursery opens from Monday to Friday, term time only. The nursery also runs an additional activity scheme during the school holidays. Sessions are from 8am until 6pm. The nursery follows the Montessori ethos of teaching.

Information about this inspection

Inspectors

Emily Woodhead
Jenny Hardy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the setting.
- The manager joined the lead inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and discussed children's progress with staff.
- The deputy manager and lead inspector carried out a joint observation.
- The inspectors looked at relevant documentation, including evidence of staff suitability, staff records and risk assessments.
- The inspectors spoke to parents during the inspection to gain their views.

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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