

# Inspection of Roe Green Nursery

Holy Innocents Church Hall, Bacon Lane, Kingsbury NW9 9AF

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Inspection date:

17 January 2024

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## **Overall effectiveness**

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## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff warmly welcome children as they arrive at the nursery. They support children to collect their names and self-register. This helps towards building children's confidence and sense of achievement. Staff have built positive relationships with the children, providing reassurance and comfort as required. For example, staff provide cuddles for children who may be upset. This helps children to feel safe and secure.

Children have access to an outdoor space where they can develop their physical skills and enjoy fresh air. Staff have developed areas for children to climb, build and pour using water and sand. Children are carefully supported by staff as they climb on play equipment.

Staff do not consistently ensure that all children are actively involved in meaningful learning. For example, not all staff are aware of how to plan activities that offer a range of learning opportunities for all the children.

Some staff know their key children well. For example, they plan role-play activities in the home corner to support their key children's social skills. However, weaknesses in the curriculum do not support all children well enough to make the best possible progress.

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

- Staff do not provide a balanced curriculum. Staff spend time refocusing children during activities because they easily lose interest due to a lack of challenge and purpose. This impacts on children's progress, as they do not consistently receive high-quality learning opportunities that build on what they already know and can do. As a result, children's needs are not consistently met.
- The curriculum for communication and language within the nursery is inconsistent. Some staff introduce children to new words such as 'squeeze' and 'pour' as children enjoy a water pouring activity alongside their peers. However, other staff are unable to engage children in conversation or narrate their play, to support children to know when and how to use words and contribute to discussion.
- The manager has not ensured that the professional development of all staff is focused enough. Supervision meetings help to identify areas that staff would like to develop further. However, these are not regular enough to improve staff's knowledge of how to provide good-quality teaching. Staff are unable to improve their knowledge and understanding of how to implement the curriculum to improve the outcomes for all children.
- Staff help children to build some good health and hygiene practices into their

routine. For example, they are encouraged to brush their teeth at the nursery. However, staff do not consistently follow good health and hygiene practices. For example, staff do not help children learn to be independent in their own self-care, such as blowing their own noses.

- Staff work closely with children in this small nursery. Children build good relationships with staff and generally behave well. However, at times, due to activities lacking challenge, children behave less well. Staff help children to resolve minor conflicts with other children. Children learn about the impact of their actions on others.
- Parents comment positively about how the nursery offers support to their family. Staff ensure they collect important information from parents on arrival, such as updated information regarding their child's health. Staff maintain effective communication with parents through daily discussions and observations.
- Leaders understand how to support children with special educational needs and/or disabilities (SEND). They work with parents and outside professionals to gain advice and guidance on meeting children's individual welfare and learning needs effectively. However, although children make some progress from their starting points, this support is not planned well enough for children to reach their full potential.
- Staff provide some opportunities for children to develop their social skills by sharing and taking turns. Children are encouraged to work collaboratively with their peers. For example, children are encouraged to share bottles for pouring in the water tray.

## 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
provide and support professional development opportunities for staff, to ensure they have a secure knowledge of how to implement the curriculum effectively.	18/01/2024

support key persons to understand their roles and responsibilities, to respond to children's individual interests, and to build continuously on what children know.	18/01/2024
encourage children to manage tasks themselves so they become more independent in their learning and self-care.	18/01/2024
provide opportunities for children to experience a language-rich environment in order to develop their confidence and skills to listen and respond to a range of situations.	18/01/2024

## Setting details

<b>Unique reference number</b>	137834
<b>Local authority</b>	Brent
<b>Inspection number</b>	10311773
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Roe Green Nursery Limited
<b>Registered person unique reference number</b>	RP523237
<b>Telephone number</b>	07553418897
<b>Date of previous inspection</b>	10 April 2018

## Information about this early years setting

Roe Green Nursery registered in 1992. It is open each weekday, from 8.30am to 3.30pm, and operates for 49 weeks of the year. The provider receives funding to offer free early education for children aged two, three and four years. There are six members of staff, five of whom hold early years qualifications at level 3.

## Information about this inspection

**Inspector**  
Sai Arunn

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education during activities and daily routines to assess the impact this had on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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