

Inspection of The Finchley Day Nursery and Pre-school

2a Hertford Road, London N2 9BU

Inspection date: 18 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children's progress in all areas of learning is carefully planned by staff. For example, staff purposefully arrange the baby room to support babies' physical development. Babies learn to crawl, climb and cruise. As they grow and move through the nursery, children progress to participating in dance, drama and yoga sessions. This helps them to explore feelings, language, movement, imagination and their relationships with others.

Children of all ages love listening to stories, and staff encourage them to join in. For example, staff read a story about a crocodile, and the use of a crocodile puppet helps the story to come alive. During the session, children question how many teeth crocodiles have and count his teeth together. This supports them to learn about number, counting and early mathematical concepts. Children recall their prior learning as they discuss the importance of healthy eating and brushing their teeth to foster good oral hygiene routines.

Staff are considerate of children's needs and emotional well-being. They place a high focus on children's personal, social and emotional development. For instance, staff help children to learn about what makes them unique and to celebrate their individuality. Children enjoy sharing photos of their families with staff and other children. They talk about who is in their family and who is special to them. Children learn about each other's home lives and families.

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

- The manager has developed a curriculum that builds on what children know and can do. There are high expectations for children's learning and development, and the curriculum has a strong focus on children's personal, social and emotional development.
- Staff get to know children and their families well. Flexible settling-in sessions help to build relationships prior to children starting at the nursery. Individual plans for children are based on what they already know and what they need to learn next. Children, including those in receipt of additional funding, make good progress from their starting points.
- Overall, practitioners implement good hygiene routines, such as handwashing before mealtimes and after using the toilet. However, on occasion, children have runny noses and staff do not always respond quickly to support them in wiping them or encouraging them to wipe their noses themselves.
- Children with special educational needs and/or disabilities are well supported. This is because staff have a secure understanding of the children and what they need to learn next and how. They work in partnership with parents and professionals to support children's learning.

- Children's communication and language skills are well supported. Babies use Makaton signs to communicate their needs to the adult. Staff introduce older children to new descriptive language as they play. Children use these words in their conversations as they describe the buildings associated with places they visited on holiday, such as the 'four massive legs of the Eiffel Tower'.
- The nursery participates in the 'Healthy Early Years London' scheme and has completed the bronze award in recognition of its excellent support for children's health. Staff are now working towards achieving the silver award, which includes teaching children about healthy eating and oral hygiene. In addition, they are participating in a borough project called 'Barnet Young Brushes', helping deliver key messages on oral health for young children and their parents.
- Parents are very happy with the nursery and comment on the support they receive from staff. Parents agree that their children thrive at the nursery and are extremely well prepared for school. Parents receive an abundance of information through an app, including how to continue to support development at home. Staff use information shared by parents to build on the topics and interests of the children. They invite parents into the nursery to share their knowledge and skills and to celebrate cultural events. This supports children to learn about diversity within families.
- Children show care and respect for their learning environment and behave well. Staff are good role models and demonstrate the behaviour expected of children, including sharing and using good manners. Staff provide children with praise for their positive behaviours and achievements. This contributes to supporting children's self esteem and confidence.

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

- strengthen self-help hygiene routines, to ensure that children's care needs are consistently met.

Setting details

Unique reference number	2684838
Local authority	Barnet
Inspection number	10326380
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	68
Number of children on roll	40
Name of registered person	Little Garden Day Nurseries Limited
Registered person unique reference number	RP519313
Telephone number	0208 883 8546
Date of previous inspection	Not applicable

Information about this early years setting

The Finchley Day Nursery and Pre-school registered in 2022 and is situated in East Finchley, in the London Borough of Barnet. The nursery is open all year round, from 8am to 6pm, Monday to Friday. It is in receipt of funding to provide early education to children aged two, three and four years. There are 19 staff employed to work with the children. Of these, 12 hold qualifications between level 2 and level 3 and two have a level 6 qualification.

Information about this inspection

Inspector

Anne Maher

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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation during a planned activity.
- Parents shared their views with the inspector.
- Interactions between staff and children were observed and evaluated by the inspector.

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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