

# Inspection of The Hyde Nursery Barnet

Hyde Institute Building, Church Passage, Barnet, Hertfordshire EN5 4QS

---

Inspection date: 30 May 2024

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

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

### **The provision is good**

Children quickly settle into the nursery on arrival each day. Staff warmly greet children with a smile and encourage them to use their named pegs to hang their jackets and bags. This helps to build children's independence skills. When starting at the nursery, children settle quickly as staff reassure and comfort children with gestures and words.

Staff establish children's interests through ongoing conversations with parents and their observations of children in the nursery. They use this information to help children to feel safe and secure, ready to begin their learning. Staff help children to learn routines from a young age within the nursery. This helps children to understand what is happening next and what staff's expectations are. Staff are positive role models. As a result, children have good attitudes to their learning and behave well.

The manager and the staff are ambitious for every child, including those with special educational needs and/or disabilities, to make good progress. They plan the curriculum around what children need to know next and what engages them. Overall, staff are skilful in adapting their planning each day so that children's learning can be extended based on the activities set up and their responses. As a result, children demonstrate curiosity and a willingness to try.

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

- Leaders want every child to reach their full potential. They provide staff with opportunities to strengthen their teaching practice through regular training and staff meetings. The manager checks in with staff to ensure that their well-being is considered so that teaching standards are maintained. However, occasionally in the baby room, when planning activities, staff do not thoroughly consider how to ensure that children have engaging learning experiences.
- Staff support children, including those who speak English as an additional language, to be confident communicators. They speak to children throughout the day. Children demonstrate confidence in offering their thoughts and ideas. Young children enjoy singing nursery rhymes and begin to follow the actions to the songs. During mealtimes, children and staff talk to one another and share their experiences. Staff extend older children's ideas with new vocabulary, which ignites children's curiosity.
- Children build their independence skills throughout the day. Staff teach children how to remove and put on their clothing. Children sit with their friends at mealtimes and learn how to serve themselves food. Staff give children time to learn this skill through trial and error. Staff encourage children to give things a go. This helps to prepare children for school.

- Children learn through their senses with a range of learning opportunities. Staff provide activities, such as sand and water play, so children can explore textures through touch. On outings, staff encourage children to explore the environment through sight, smell and sounds.
- Leaders support children to learn about their community around them. Children visit the local park and the local care home. Staff support children to learn respect for older people and understand people who live around them. This helps to support children to understand the world they live in.
- Parents speak highly of the nursery. They appreciate the gradual settling-in process, which helps to reassure them that their child is safe and happy. Parents share that the recent introduction of the parent partnership helps them to feel listened to. The manager works with parents to share information, so parents understand their child's learning and care routines.
- Staff promote children's literacy within the nursery, such as through storytelling and independent access to books, which children can explore. Babies listen to stories and demonstrate their enjoyment by showing attention to staff. This helps children to develop a love of reading.
- Staff provide children with opportunities to build on their physical development. Staff provide babies with activities to strengthen their gross motor skills and early walking. Toddlers enjoy using the balance boards in the garden. Staff support pre-school children to confidently learn how to use scissors to create models. However, when children play outside in the garden, the resources in the environment are limited and, occasionally, staff do not think through how to create the best possible learning 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 further improve the quality of the early years provision, the provider should:**

- seek further professional development opportunities to continue to raise the quality of education to higher levels, particular in the baby room
- strengthen the planning of outside play to ensure that children have a wide range of learning experiences in the garden.

## Setting details

<b>Unique reference number</b>	2687769
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10350312
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Kid & Play Trading Limited
<b>Registered person unique reference number</b>	2578902
<b>Telephone number</b>	0203 924 9907
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Hyde Nursery Barnet registered in 2022 and is located in the London Borough of Barnet. The nursery employs 13 members of childcare staff. Of whom, eight staff hold early years qualifications ranging from level 2 to level 6. The nursery opens all year round, from 7.30am to 6pm, Monday to Friday, excluding bank holidays. The nursery 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 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to parents and took account of their views.
- The inspector observed interactions between children and staff.
- The manager and the inspector completed a joint observation.
- The inspector spoke to staff and took account of their views.
- The inspector looked at a range of documentation, including around the safe recruitment 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024