

# Inspection of Helena's Nursery

Hasmonean High School Girls Section, Page Street, London NW7 2EU

---

Inspection date: 16 September 2025

<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	Good
--	------

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

### **The provision is good**

Staff develop lovely relationships with children and understand their individual needs well. They get to know new children well and offer an abundance of care and reassurance. This helps children to feel happy and emotionally secure. Staff teach children about the rules and boundaries at nursery and model good manners. Children instinctively respond with 'you are welcome' when staff thank them. They demonstrate kind and friendly behaviour, sharing resources and taking turns with their friends. Staff teach children how to listen to one another when there is conflict and help them to explain their feelings. Children behave well and are beginning to recognise how their behaviour affects their friends.

Overall, staff provide children with an ambitious curriculum and a wide range of opportunities to explore. They offer forest school activities, where children engage with nature and wildlife. Literacy development is particularly well promoted. Younger children explore textured books and hear staff use descriptive words, such as 'soft' and 'rough'. They learn new vocabulary, while staff talk to them about familiar stories. Older children bring their 'Book of the Month' to life by making props and role-playing different scenes. Children show excellent recall and comprehension. They are developing essential skills and knowledge in preparation for school.

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

- Parents and carers are overwhelmingly positive about the setting. They say their children are well cared for and leave prepared for school. They report that their children make excellent progress in confidence and independence. Communication with parents is effective. Staff use an online app to share snapshots of children's learning, provide daily updates and encourage parents to share information about their children's interests at home.
- The environment provides excellent opportunities for children to develop their physical skills. Children are active, show high levels of concentration and enjoy taking safe risks, such as running, climbing and negotiating uneven terrain. This builds their balance and coordination. Staff introduce resources to meet individual needs, including activities, like throwing and catching a large soft ball. Children also strengthen their gross motor skills by carrying logs and using watering cans in the garden.
- Staff support children to develop their independence. Children learn how to dress themselves and put on their own boots and waterproof suits so they can embrace all learning experiences outdoors. In addition, children wash their own hands and serve their own meals. Children develop a range of important skills that they will need for the future.
- There are very good arrangements in place to support children's health. They

are offered nutritious snacks and meals and take part in activities that help them learn about healthy eating. Staff also promote oral health effectively, encouraging children to understand the importance of caring for their teeth. In addition, routines to support good personal hygiene habits are well established.

- Leaders build strong partnerships with other professionals involved in children's education. They work closely with many of the schools children will attend. This creates clear channels to share information about children's progress and development. Children benefit from this shared approach to their learning and preparation for school.
- Staff support children's communication and language skills effectively. They use songs and rhymes to enhance children's growing vocabulary. Staff also ask older children open-ended questions and introduce unfamiliar words, ensuring that they understand their meaning.
- Leaders consider children's prior learning and experiences when planning their curriculum. They know how to adapt the curriculum to further support the most-able children and those who need additional support. However, the implementation of the curriculum is less consistent for younger children than it is for older children. This means that, at times, younger children are not fully supported to extend their skills, which hinders their engagement and attitude to learning.
- Leaders care about the well-being of staff, children and families using the nursery. Staff receive regular supervision and have access to ongoing training. They also attend team meetings to share ideas for improvement. Leaders model high-quality teaching practice. However, there are inconsistencies in staff interactions with younger children. This limits children's progress and prevents the quality of education from reaching the highest level.

## 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:**

- develop staffs understanding of the curriculum intentions and how to implement them more consistently with younger children
- strengthen existing performance management processes to ensure consistently high-quality teaching across the staff team and raise the overall quality of education for all children.

## Setting details

<b>Unique reference number</b>	EY550948
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10407896
<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>	50
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Helena's Nursery Ltd
<b>Registered person unique reference number</b>	RP550947
<b>Telephone number</b>	02087323636
<b>Date of previous inspection</b>	21 January 2020

## Information about this early years setting

Helena's Nursery opened in 2017. It is located in Mill Hill, in the London Borough of Barnet. It operates Monday to Thursday, 8am to 5pm, and on Fridays 8am until 2pm, throughout the year. The nursery is closed for all Jewish holidays. The provider offers government funded childcare. There are 18 staff, 14 of whom hold relevant qualifications, ranging from level 2 to level 6.

## Information about this inspection

### Inspector

Rizwana Nagoor

## Inspection activities

- The inspector and leaders completed a learning walk together across all areas of the nursery to discuss how the curriculum is organised.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector observed children's activities and staff's teaching indoors and outdoors.
- The inspector carried out two joint observations with the leaders.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The inspector held discussions with leaders at appropriate times during the inspection and during a scheduled meeting.

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 2025