

Inspection of Bright Horizons East Barnet Day Nursery and Preschool

87 Brookside South, East Barnet, Barnet EN4 8LL

Inspection date: 19 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children quickly settle on arrival and are happy and eager to engage in activities. They are greeted by caring, attentive and nurturing staff. Children are enthusiastic and leave their parents with ease. They are aware of the high expectations of the staff, who are good role models and speak with respect and kindness to the children. Children behave well. Children show they feel safe and secure and comfortably approach staff when needed. Younger children maintain good eye contact during back-and-forth conversations with staff. Children have built strong relationships with staff. Staff praise children as they learn new knowledge and skills. They interact warmly during care routines, such as nappy changes and rest times. This supports children to feel safe and secure.

Staff plan the curriculum effectively. There is a wide range of indoor and outdoor learning experiences, which ensures all children make good progress in their learning. Children learn about nature through planting and gardening. They excitedly care for giant African snails, and they discuss how much food and water to give them to help them grow big and strong. Older children confidently discuss which ones have got bigger and those that may need more care and attention and how they can provide this. Children look forward to and enjoy the healthy meals and snacks, describing them as 'yummy' and 'delicious'.

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

- The manager and leaders have successfully met the actions set at the previous inspection. They have worked with other partners closely to devise an action plan. For example, staff have attended training on promoting positive interactions and supporting children's language. This has had a positive impact on children's communication and language development.
- The curriculum is ambitious and challenging. Staff know children well and tailor learning to their individual needs. The manager and staff have a strong focus on supporting children's personal, social, and emotional development. All children are confident and independent in their learning and can make decisions about their play for themselves. Staff join in with children's play at appropriate times to extend and challenge their thinking.
- Staff monitor children's development successfully. Any gaps in learning are quickly identified, and strategies are put in place to support children. Leaders and staff support children with special educational needs and/or disabilities (SEND) well. Funding is used to pay for extra staff to enable those who need it most to have one-to-one and small-group support. Parents comment that their children have grown in confidence, social skills, and language development. All children are making good progress.
- Overall, activities support children's development well. They provide

opportunities for staff to introduce new words and vocabulary. However, on occasion, in the toddler room, noise levels can become a little loud. This means that some children can become distracted and find it difficult to maintain focus.

- Key-person relationships are effective in supporting children's emotional development and ensuring their individual needs are met. Key persons know children well and have regular discussions with parents to share information on children, next steps and learning intentions. This means children are settled and planned activities are relevant. In addition, parents are informed about their children and can carry on their learning at home.
- Children are happy and willing to have a go at learning new skills. Staff support them well in making good choices. Children behave well and build positive relationships with each other and staff. Staff provide good support to help children manage their emotions and be kind to their friends.
- Children become increasingly independent in their self-care skills. Children develop good hygiene practices and learn the importance of washing hands and taking rest when they need it. All children help themselves to water to keep themselves hydrated. They have daily opportunities to be outdoors and active, and they understand the importance of exercise in keeping themselves healthy.
- Parents are positive about the setting and happy with the care and education their children receive. They appreciate the online system that staff use to provide regular updates on their children's progress. Parents describe staff as friendly and caring. They value the community feel within the setting and are active in activities such as lending books and the library bus.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident about recognising the different types of abuse, and they understand the reporting procedures. They understand what they need to do if an allegation is made against them or a member of staff. Staff carry out daily risk assessments before the children arrive, and the nursery is clean and safe. Staff supervise children well throughout the day. There are robust recruitment procedures in place to ensure adults working with children are suitable. Children learn how to keep themselves safe and healthy. For example, they understand that it is important to clean up spillages for their own and others' safety.

What does the setting need to do to improve?

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

- create an environment that supports children's ability to concentrate and focus on their chosen activity, with specific regard to managing noise levels.

Setting details

Unique reference number	EY490890
Local authority	Barnet
Inspection number	10281389
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	87
Number of children on roll	77
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3041
Date of previous inspection	3 February 2023

Information about this early years setting

Bright Horizons East Barnet Day Nursery and Preschool registered in 2015. The nursery is situated in the London Borough of Barnet. It opens Monday to Friday, from 7.30am to 6.30pm, all year round. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 27 members of staff, of whom 15 hold appropriate early years qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want the children to learn.
- Staff, leaders, and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as first-aid certificates and Disclosure and Barring Service checks.

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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