

Inspection of Bright Horizons Golders Green Day Nursery and Preschool

212 Golders Green Road, Golders Green, London NW11 9AT

Inspection date: 21 April 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at this welcoming setting happy and excited for their day ahead. Staff are caring and responsive to children's individual needs. For instance, they follow babies' care routines from home when they first join the provision. Therefore, children settle quickly, they build meaningful relationships with staff and feel safe and secure. Children confidently seek adults to share their activities and achievements. Staff respond with enthusiasm, which helps to boost children's self-esteem.

Staff have high expectations for children. They provide a vibrant and well-resourced learning environment, which inspires children to explore and play. Children confidently choose their activities and engage with purpose. For instance, babies develop awareness and control of their movements during 'messy play'. Toddlers distinguish between the sounds of musical instruments and older children build and construct creatively.

Children enjoy playing together and develop good friendships. They learn about the languages and cultures of their peers and celebrate a variety of special events together throughout the year. This helps them to be understanding and tolerant about the views of others. Children learn to recognise their emotions and to understand how others feel. For example, young toddlers are curious about the facial expressions of the characters in a book. They ask, 'why is she sad?' and reason, 'she is looking for her mummy'.

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

- Leaders support and motivate the staff team well. They constantly reflect on how they can develop their curriculum to meet children's changing needs and interests. Staff talk enthusiastically about the impact of further training. For example, they describe how 'boogie mites' training has helped them to support and extend children's love of music and dancing.
- Children of all ages show positive attitudes to learning. For example, they display a genuine interest and love of books. Babies confidently approach staff with their favourite stories. They are captivated by the staff's skilful storytelling and listen intently. Older children explore their ideas about stories enthusiastically, such as through discussions, role play and artwork. This helps children to build firm foundations for reading.
- Children with special educational needs and/or disabilities are generally well supported. Staff communicate with parents, outside agencies and other provisions that children also attend, to help them understand and cater for children's needs. They are attentive and support children's independent play and exploration. This helps children to develop new interests and build relationships

with others. However, staff do not always use additional strategies consistently, to help children to communicate and follow the routines and boundaries.

- Staff use positive ways to promote children's good behaviour. For example, they remind babies to use 'kind hands' as they play alongside their peers. However, staff in the toddler room do not always provide clear and consistent guidance about their expectations. For instance, at mealtimes, some children are allowed to play with toys at the table, while others are told to put them away. Consequently, children are not always sure about what they are allowed to do and how to moderate their behaviour.
- Children develop good physical skills. They enjoy being active to support their overall good health. For example, Babies develop early crawling, cruising and walking skills as staff offer reassurance and praise. This helps them to become confident, as they build further on their physical skills. Toddlers show that they can put on their coats independently, and older children skilfully use tools such as scissors and tape to shape and join materials.
- Staff support children's understanding of health and hygiene well. Children are taught about the importance of handwashing before eating. They are encouraged to drink plenty of water to stay hydrated. Children develop a secure understanding of the importance of good oral hygiene. For example, they learn how to brush large models of teeth and talk with staff about the benefits of healthy eating.
- Leaders and staff value their partnerships with parents and are always looking to involve them further in their children's learning. For instance, the manager organises weekend activities, where families have fun and learn together. Parents say that they are kept well informed about their children's care and learning via the setting's online app and through their discussions with staff. They speak highly of staff and say that their children thoroughly enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their safeguarding roles. They receive regular safeguarding training to help keep their knowledge and skills current. Staff recognise the signs of abuse and know what to do if they become worried about a child's welfare. They understand the procedures to follow if they have concerns about the conduct of other staff. Staff check the premises and resources daily, to provide a safe learning environment. They use the setting's 'Candy Floss' character, to help children learn about keeping safe. The provider has appropriate procedures in place to check staff's suitability.

What does the setting need to do to improve?

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

- strengthen further the provision for children with SEND, to ensure that all staff consistently implement effective strategies, which promote children's communication and help them to understand expectations
- support staff in the toddler room to provide clearer and more consistent guidance, to help children understand the boundaries and moderate their behaviour.

Setting details

Unique reference number	EY286593
Local authority	Barnet
Inspection number	10280740
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	0 to 4
Total number of places	53
Number of children on roll	54
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6569
Date of previous inspection	18 September 2017

Information about this early years setting

Golders Green Pre-School & Day Nursery registered in January 2005. It is located in the London Borough of Barnet. The nursery operates each weekday between 7.30am and 6.30pm, throughout most of the year. The nursery offers funded early education for children aged two, three and four years. The provider employs 21 members of staff to work with the children. Of these, 14 staff hold childcare qualifications. Two staff have qualified teacher status and others are qualified at level 6, level 4 or level 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff to evaluate the quality of the education. This includes a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also looked at written feedback from parents.
- Leaders met with the inspector to discuss issues, such as staff recruitment and training. They ensured that documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.

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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