

Inspection of Highbury Day Nursery

Unit A, Highbury Stadium Square, Stadium Mews, Highbury, London N5 1FP

Inspection date: 23 August 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 are happy and thrive in this stimulating and welcoming environment. Staff are friendly. Positive relationships between staff and children help them feel valued. Staff are attentive to the needs of all the children they care for. Children behave well. Staff have high expectations of children's behaviour. They show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. Children show respect for others, encouraging their friends to join in, and take turns.

Children are enthusiastic and active learners. They are eager to explore resources around them and to find out how things work. For example, older children keenly mix different coloured paints and observe how the colours change. Younger children explore with water and ice and babies enjoy looking at sensory books and playing with puppets. Children have built strong friendships and look forward to playing with one another. Staff are caring and praise children as they learn new knowledge and skills.

Children have plenty of opportunities to develop their language and learn new words. They listen to stories and sing familiar songs. This means all children are making good progress in their language development.

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

- The curriculum is well planned and sequenced. Staff know the children very well and regularly observe and track their progress. They plan exciting activities based on children's interests, what they know and what they need to know next. Any gaps in learning are quickly identified. The curriculum is ambitious and challenging. However, staff do not always take the opportunity to challenge the most-able children further, to raise achievements even more.
- Settling-in procedures are effective and help children feel safe and secure. Staff work closely with parents to identify children's starting points and their capabilities. This helps the children to make a smooth move to the setting. As a result, children settle in well and develop confidence to explore the many interesting activities and resources the setting has to offer.
- Staff support all children's emotional well-being, offering praise and reassurance when children need it. They interact with children warmly during care routines, such as nappy changes and rest times. Children look forward to the healthy snacks and lunch. However, some routines for younger children are not as well managed as others in the setting. Children's play can be interrupted by carrying out task, such as washing hands, and they can spend a long time waiting.
- Children behave well and are curious to learn. Children persevere at tasks and activities even when they become difficult and receive huge praise from the

staff. This promotes children's resilience and helps them to become motivated lifelong learners.

- Staff plan carefully to develop all children's physical skills. Babies crawl and cruise around furniture confidently. Toddlers and pre-school children have fun running, jumping, and learning to balance. This helps improve their big muscles. Children paint, squeeze play dough and use jugs to pour and fill water. This helps them strengthen the muscles in their hands.
- The manager and staff have high expectations and work hard to achieve the best outcomes for the children they care for. They work with parents to address any concerns with children's learning and development. All children, including those who speak English as an additional language, make good progress in relation to their starting points.
- Partnerships between parents, the staff and manager are good. They are given regular feedback through the nursery app and daily discussions. Staff regularly discuss development in children's learning and keep them up to date with developments. This ensures parents are involved in their children's learning.
- Staff talk positively about leaders, and the support they receive. Leaders work closely with staff to support their learning through training and development. Staff receive effective support and value regular supervision meetings.

Safeguarding

The arrangements for safeguarding are effective.

Daily risk assessments are carried out before the children arrive and the provision is clean and safe. Leaders and staff have good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. Staff know the signs which may indicate a child at risk of harm, including female genital mutilation and the 'Prevent' duty. Staff know how to report concerns. Staff closely supervise children and provide a secure environment to ensure children remain safe. Recruitment procedures are robust to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to build on and provide further challenge to extend children's learning
- improve how transitions for younger children are arranged to ensure their learning needs are met at all times.

Setting details

Unique reference number	EY490889
Local authority	Islington
Inspection number	10307113
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	70
Number of children on roll	54
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3021
Date of previous inspection	2 April 2019

Information about this early years setting

Highbury Day Nursery registered in 2015. It operates from purpose-built premises in the London Borough of Islington. It is open every weekday from 7.30am until 6pm, throughout the year. The nursery employs 24 staff, 12 of whom hold appropriate early years qualifications from level 2 to 6. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the nursery has 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 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 them 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 their qualifications, first aid 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023