

Inspection of Abracadabra Preschool Nursery

100 Martlesham Walk, London, Barnet NW9 5BF

Inspection date: 6 September 2022

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

What is it like to attend this early years setting?

The provision is good

Children happily arrive at nursery, confident to independently explore activities indoors and outdoors. New children to the setting are sensitively supported in making a smooth transition from home to nursery. For example, staff encourage new children to choose stories and move freely from one activity to the next so that they can explore aspects of the curriculum that initially spark their interest. Children develop language skills as staff model and introduce new vocabulary while children manipulate and mould play dough.

Children benefit from the free access to both the indoor and outdoor spaces and use their imagination as they play in the mud kitchen and home corner. Children are encouraged to become independent in choosing their own fruit and beverages to serve themselves at mealtimes. Children build secure relationships with staff and confidently ask for help when engaging with the curriculum, such as with self-care or discovering how to press buttons to open lids on hinged toys. Children make good progress in the curriculum.

Children, particularly those from disadvantaged backgrounds, benefit from new experiences such as trips to the farm and to the library so they can access books to take home. Leaders use additional funding from the government to supplement visits to allow all children to participate.

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

- Staff provide activities to encourage the development of children's physical skills and to build self-confidence. For example, children walk along an assault course, initially holding onto a staff member's hand. Staff members praise the children and when they gain better balance, they gently release their hand, allowing children to complete the course independently. Children also continue to develop physical skills as they are supported to pour drinks from a jug into a cup when they want a drink. This encourages the development of gross-motor skills and self-esteem, both of which foster personal and physical development.
- Children are provided with opportunities to make choices. Staff offer them a variety of fruit and beverages at mealtimes. Staff name the fruit and drinks and encourage younger children to use words to describe what they would like, which in turn promotes communication and language development. Children are encouraged to pour their own drinks so they can decide for themselves how much water or milk they want to drink, which means children develop personal skills as they learn to make decisions.
- Staff are attentive and empathetically promote positive behaviours and attitudes. For example, during snack time, children try to peel a satsuma but have difficulty removing the first piece. A staff member offers to help. Children

continue to peel the satsuma, being careful and diligent when they encounter difficulty. This encourages children to persevere when faced with challenges.

- Leaders support staff effectively through ongoing supervision sessions, observations and team meetings. Areas for professional development are discussed and agreed upon. Staff recently attended training on how to utilise small outdoor spaces to maximise learning opportunities. As a result, a mud kitchen was installed which staff use to engage children's interest, explore texture and introduce new language that supports communication development. This results in staff being supported and becoming more confident to foster children's learning and development effectively.
- The special educational needs coordinator works with the local authority adviser to help them in supporting children with special educational needs and/or disabilities (SEND). She implements and role models strategies for staff to maintain consistent progress for children with SEND.
- Leaders plan an effective curriculum and have high expectations for the children. However, while supporting children's play, staff are sometimes unaware of how to support children's next steps. At these times, children's learning and development needs are not always being met.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident at identifying potential signs and symptoms of concern and know the importance of following correct procedures, such as keeping relevant records. Staff attend regular training courses, including those with particular relevance to the diverse community in which they operate. The designated safeguarding lead attends refresher courses regularly to update and refresh her knowledge. The premises are safe, secure and regularly assessed by staff to minimise accidents. Robust security systems are in place to ensure that unauthorised persons are not able to enter the premises.

What does the setting need to do to improve?

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

- ensure that staff have high expectations for all children so that they can make good progress in their learning and development.

Setting details

Unique reference number	EY563382
Local authority	Barnet
Inspection number	10191243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	31
Name of registered person	Abracadabra Nursery Limited
Registered person unique reference number	RP563381
Telephone number	07796960990
Date of previous inspection	Not applicable

Information about this early years setting

Abracadabra Preschool Nursery registered in 2018 and is based in Colindale, in the London Borough of Barnet. The nursery is open from 8.30am to 4pm, term time only, and operates a morning and afternoon session. There are eight staff, including the manager who holds a level 6 early years qualification. Five members of staff are qualified to level 3 and two hold level 2 in childcare. The nursery receives government funding for children aged two, three and four.

Information about this inspection

Inspector

Jill Pearce

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 that into account in their evaluation of the provider.
- The inspector carried out a joint observation of the quality of teaching with the manager.
- The inspector traced the progress of a sample of children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector completed a learning walk with the manager to discuss the curriculum.

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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