

Inspection of Roxeth Mead

Roxeth Mead School, 25 Middle Road, Harrow, Middlesex HA2 0HW

Inspection date: 22 September 2021

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 show that they feel safe and secure in the baby room of this nursery, which is part of an independent school. They are greeted at the door in the mornings by gentle and caring staff. Children enjoy eating breakfast with the older children before they start their day. Some of the children have only recently started at the nursery, but they are showing confidence in playing with resources in the stimulating playroom. Staff greet each of the children to start the day. They use sign language and encourage children to join in. The children love singing nursery rhymes at any time of the day, such as 'Twinkle, Twinkle, Little Star'. Afterwards, staff encourage children to look at the Twinkle book and to repeat words. Children have fun with the activities, which include sensory experiences. For example, they make shapes with dough and they enjoy exploring rolling up and down. Adults and children count the play cars as they watch them glide down different slopes. Staff have high expectations of all the children and give them lots of praise for their positive behaviour. They encourage children to share and to take turns, for example listening for each other's name on the carpet. Children enjoy different experiences during the day, motivated by calm and nurturing adults.

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

- The leaders have an ambitious vision for the nursery. They work together well to provide a culture of high standards, which they support staff to deliver. Leaders reflect on the quality of the provision regularly to identify and make improvements. Leaders' expectations are communicated well and they are committed to professional development. Staff talk positively about the guidance they received when they started at the nursery and how their performance is assessed. However, leaders do not always monitor and identify particular training needs for staff as well as they could, in order to develop their practice even further.
- Leaders and staff build positive relationships with parents. They invest time in getting to know the families, to ensure they can successfully support their children. Parents echo this as they talk positively about the support their children receive. They have regular electronic updates of their children's day and learning, as well as discussions on arrival and collection. Staff take suggestions from parents, such as which extra-curricular activities to provide for the children.
- Staff plan around different themes but incorporate children's interests as well, such as messy play. Children laughed with delight as they played with different coloured paint and made marks with their hands on paper plates. Staff focus on speech and language and observe how each child is developing with communication. Staff are talking with the children all of the time, showing interest in what they are doing, while giving them experience of words and sounds. Staff have language prompts written up on the wall, which reminds

them about using open-ended questions with the children. Leaders and staff are committed to ensuring that all the children's needs are met, whatever disability or disadvantage they may have. They are happy to work with other professionals to ensure that children make progress.

- Children have good opportunities to develop their physical skills in the well-equipped outdoor garden. The space allows children to move freely. Children enjoy playing in large trays of sand and water. They use different bikes and cycles according to ability and different levels of slides. Staff focus well on the personal, social and emotional needs of the children. They are aware of any children who might be reluctant to play outside and encourage them to join in with others gradually.
- The children enjoy healthy snacks and lunches. Staff have a good relationship with parents and work together to ensure they bring in a range of healthy food. Staff talk to parents about having good oral hygiene for their children's teeth. Children are encouraged to feed themselves and fresh water is available all day to enable them to stay hydrated.
- Staff use assessment to review children's progress and identify gaps in their development. This supports children in their learning and helps them to make good progress. However, staff do not always identify what specific skills they intend children to learn next, to ensure they make rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of child protection, including the wider aspects of safeguarding. The leaders ensure staff undertake regular training, so their knowledge remains current. Staff confidently describe the actions they would take if they had concerns about a child's welfare or regarding a colleague's practice. Effective risk assessments, such as those relating to fire safety, help to ensure children are able to play in a secure environment. Robust systems are in place to ensure the continued suitability of staff. The leaders and staff team work together to ensure that all children are fully supported and kept safe.

What does the setting need to do to improve?

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

- build on the existing performance management of staff, to precisely monitor and identify training needs and help raise the quality of teaching even higher
- improve the staff's awareness of how to use assessment to identify specific skills they intend children to learn next, to ensure they make rapid progress.

Setting details

Unique reference number	2511215
Local authority	Harrow
Inspection number	10194538
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	6
Name of registered person	Suzanne Margaret Goodwin and Laura Goodwin-Freeman Partnership
Registered person unique reference number	RP528494
Telephone number	0208 421 2092
Date of previous inspection	Not applicable

Information about this early years setting

Roxeth Mead registered in 2019 and is located in the London Borough of Harrow. The nursery opens Monday to Friday from 8.30am to 3pm, during term time only, with holidays by arrangement. The nursery employs three members of childcare staff who hold appropriate early years qualifications ranging from level 2 to NNEB and qualified teacher status. The nursery takes children from three months to two years.

Information about this inspection

Inspector

Linda Lockie

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The leader and the inspector completed a learning walk together around the setting.
- The inspector observed activities and the quality of staff interactions with the children. She talked with the leaders and staff at appropriate times throughout the inspection.
- The leader and the inspector carried out a joint observation of an activity with a member of staff.
- The inspector talked to parents about the setting and took their views into consideration.
- A range of documents were seen by the inspector, such as paediatric first-aid certificates, the safeguarding policy and online children's records.

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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