

# Inspection of Roxeth Mead Nursery

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

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Inspection date: 9 January 2025

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children with smiles on their faces as they arrive each morning. Children engage in meaningful conversations with staff. They cannot contain their excitement to tell staff about the learning that they have done at home. A strong sense of togetherness pervades this nurturing setting.

Staff are good role models. They provide children with clear expectations for their behaviour. Children know what is expected of them and show good behaviour. They are kind and courteous towards others. Children develop positive friendships and regularly embrace their friends with hugs.

Staff provide children with an ambitious curriculum. For example, they explore icy patches formed on the grass. Children carefully observe that the cold has made the water 'freeze' and this has formed the ice. Children enjoy these experiences and show good communication skills while they describe the texture and appearance of ice. Staff promote children's individuality and creativity exceptionally well. Young children relish dancing, singing around the rooms and babies enjoy shaking instruments to make sounds. Children access a large outdoor play area. They ride around on scooters and wheeled toys with confidence and skilfully avoid obstacles and balance and run after hula-hoops. Staff thoughtfully prepare activities that encourage children to take risks. Staff consider children's abilities and often provide activities that build on what they already know and can do. This promotes children's developing physical skills.

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

- Staff have a secure knowledge of the curriculum. They know what they want individual children to gain from the activities they have thoughtfully provided. They skilfully adapt and tailor learning experiences to support children's individual stages of learning. Staff know what children have learned and what they are teaching them next and why. Children's learning is well sequenced and provides opportunities for them to revisit new skills learned and build on them even further.
- Leaders, alongside their staff team, are dedicated to providing the best care and learning possible. They recognise the importance of staff well-being and have effective arrangements in place to mentor, coach and support staff. Staff have regular opportunities to complete additional training that supports their practice and ever-growing knowledge. This ensures that experiences for children are continually improving.
- The setting gives high priority to developing children's communication and language skills. Staff are highly skilled in responding to children's communication needs. Babies babble with delight while staff sing to them. Toddlers learn new

words and pre-school children enjoy retelling stories. Children are articulate communicators, who use a wide range of vocabulary.

- Parents are encouraged to bring in nutritious packed lunches and snacks. Staff help children to be prepared for school by establishing routines that support independence. Children collect their own coats, hats and scarves when going out into the garden. Staff demonstrate how to fasten zips, buttons and poppers and children are keen to have a go and practise these important skills. Staff ensure children have ample opportunities to develop their physical skills.
- Staff have a calm and consistent approach to supporting children's behaviour. They acknowledge and empower children to learn and talk about their own feelings and swiftly support them to resolve minor conflicts as they arise. This contributes to children's growing understanding of their own and others' emotions
- Generally, group times are well considered. Staff plan stage and age-appropriate small-group times that capture children's attention. However, larger group times do not always enable all children to gain the most from the activity. Some children find it difficult to focus their attention for longer periods. This means some children lose interest and become distracted, which impacts on others.
- Partnerships with parents are at the heart of this nursery. All staff understand the diverse community they provide for and the importance of their roles. Parents report their children make good progress, particularly in their communication and language skills, as well as developing their self-confidence. Parents feel well informed about their children's learning and understand how they can assist them at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- review the organisation of some large-group times to ensure that staff fully engage children to help them remain focused in their learning.

## Setting details

<b>Unique reference number</b>	2698714
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10367743
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Roxeth Mead (Buckholt) Ltd
<b>Registered person unique reference number</b>	2698712
<b>Telephone number</b>	02084222092
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Roxeth Mead Nursery registered in August 2022 and is based in the London Borough of Harrow. The nursery is open Monday to Friday from 8.30am to 3pm, with extended hours for breakfast and after-school care from 8am to 5pm, term time only. They also operate a holiday club. The nursery employs 14 members of staff who work with children. Of whom, 13 staff hold relevant early years qualifications from level 6 to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned small-group activity.
- The inspector observed the interactions between the staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.

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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