

Inspection of Crouch End Nursery and Preschool

113 Crouch Hill, London N8 9QN

Inspection date: 25 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have developed close and secure bonds with the children. As a result, children are settled in this welcoming and homely environment. Children's well-being and safety are prioritised by leaders and staff. The supportive and caring nature of the staff gives children confidence to explore the interesting activities they carefully plan for them. Children arrive with big smiles and are eager to learn. Staff have high expectations of all children and children behave well. Children build positive relationships with staff and their friends. They show kindness to their friends and respect the environment they are in by tidying up after themselves.

Children have lots of fun at the nursery; they make the most of playing indoors and outdoors. Staff engage children in play that is meaningful, such as exploring with sand and water. Children learn how to balance and pedal on bikes successfully. Staff support children's emotional well-being by offering praise and reassurance when children need it. Leaders ensure that the curriculum is ambitious and challenging for all children. This means that all children, including those with special educational needs and/or disabilities (SEND), make good progress in their overall development.

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

- Leaders and staff support children with SEND and those who may need extra support well. They are dedicated to ensuring the best possible outcomes for all children. They work with professionals and use strategies recommended by them to support children. This has a positive impact on the progress children make, as well as developing staff skills, knowledge and understanding.
- Staff know children very well. They regularly observe and track children's progress. They plan activities based on children's interests, what children know and what they can do. There is a focus on supporting children's emotional well-being through the curriculum and teaching. Staff identify gaps in learning and put appropriate strategies in place to support this. However, on occasions, the most able of children are not given sufficient challenge to support them to raise their achievements further.
- Children love looking at books and listening to and sharing stories with their friends and staff. Staff provide lots of opportunities to sing songs and have meaningful conversations. Children benefit from regularly hearing new words, which broadens their vocabulary. However, on occasions, some staff do not pose questions that children are able to understand and do not always give sufficient time to respond.
- Staff are positive role models. They guide children's behaviour through gentle reminders and address behaviours that are not acceptable. Children are curious and motivated to learn. Staff support children to focus on activities well and give

praise when they learn new skills.

- When children first start and begin settling in, staff take time to get to know them individually, including their routines at home. As a result, children have built secure relationships with their key person and other staff members. This ensures that all children have a good foundation to begin their educational journey.
- Transitions for children are carefully planned throughout the nursery. Staff prioritise children's individual needs and regularly communicate with parents to ensure these transitions are well supported. Staff ensure that routines during the day, such as snack and mealtimes, provide children with opportunities to develop their independence skills, along with making choices such as when and how much they eat and drink.
- Partnerships with parents are strong. Parents value the positive contribution that the staff make to their children's lives and the progress their children have made while at nursery. Leaders regularly communicate important information to parents. Staff work closely with parents to share information and provide regular updates on their children's progress and how they can support their children's learning 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:

- improve staff's understanding of how to support children's language development further
- support staff to build on and provide further challenge to extend children's learning.

Setting details

Unique reference number	EY477149
Local authority	Haringey
Inspection number	10390324
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	85
Number of children on roll	86
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0203 780 7914
Date of previous inspection	27 November 2019

Information about this early years setting

Crouch End Nursery and Preschool registered in 2014 and is situated in the London Borough of Haringey. It is operated by Bright Horizons Family Solutions Limited. The setting opens Monday to Friday from 7.30am to 6.30pm throughout the year, apart from closures at Christmas and bank holidays. They employ 34 members of staff; of these, 32 members of staff work with the children. 17 members of staff hold relevant childcare qualifications from level 2 to level 6.

Information about this inspection

Inspector
Nelam Pooni

Inspection activities

- 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 and inspector carried out a joint observation. 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 in the nursery.
- The inspector spoke with parents and reviewed written feedback to gather 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 evidence of first-aid training 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.

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