

Inspection of Mara Childrens Nursery and Work Hub Ltd

2a Well Grove, London N20 9BN

Inspection date: 5 August 2025

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 enter this welcoming, nurturing and calm setting. Staff prioritise developing and maintaining strong, secure relationships with both children and their families. As a result, children separate from their parents or carers with ease and settle in quickly. The strength of the bonds children form with staff is evident as they actively seek them out for reassurance, invite them to join in their play, or share their news.

All children benefit from a wide range of stimulating activities and thrive through the rich variety of outdoor learning opportunities available. Staff skilfully use their knowledge of children's interests to plan engaging and enjoyable experiences. Outdoors, older children demonstrate curiosity and enthusiasm as they investigate bugs in the garden, make 'perfume' using herbs and plants and experiment with pouring water. Younger children develop a love of books as they listen to stories in a cosy den and take part in sensory, messy play linked to familiar tales. Children make good progress in their learning.

Children behave well. Staff consistently model respectful and caring relationships, which children observe and imitate. Children develop strong social skills and a clear understanding of their own emotions and those of others. Staff support this emotional development through a well-sequenced approach across all age groups. For example, older children confidently resolve minor disagreements, offer their apologies, and check that their friends are happy to continue playing.

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

- Parent partnerships are strong in this setting. Parents and carers feel listened to and supported by the passionate leadership team. For example, parents contribute ideas for the lunch menu and appreciate the changes made in response to their requests. Staff provide regular feedback to parents, especially when their child is settling in. This helps parents and children to settle quickly when first starting or changing rooms.
- Leaders identify children with additional needs quickly and ensure timely referrals are made to external professionals. Staff adapt their practice and implement targeted support to meet individual needs. This ensures that all children, including those with special educational needs and/or disabilities (SEND), are fully included and make progress from their starting points in their learning.
- Staff plan a wide range of enjoyable activities that reflect children's interests. Staff observe how children access the curriculum and adapt it when needed. However, the learning intentions of some adult-led activities are not clearly identified or embedded into practice. For example, there are occasions when the

quality of questioning and teaching is not consistently of the highest standard across the provision. This means that, occasionally, the focus of some teaching is less precise, and learning opportunities are not consistently maximised.

- Staff teach children about equality and foster a strong appreciation of the diversity within their community. For example, they engage children in meaningful discussions about their cultural backgrounds and proudly display a large world map showing the various countries their families originate from. This helps children develop a sense of belonging and promotes children's natural heritage.
- Staff implement consistent rules and children understand what is expected of them. Staff explain the reasons behind the rules to children in ways that are meaningful to children. For example, with younger children, staff discuss the importance of using the door to enter the playhouse rather than climbing through the window. They teach children how to keep themselves safe from injury. Staff praise children's efforts when they follow instructions. This supports children's growing confidence and self-esteem.
- Leaders support staff well, and they are happy in their roles. Staff work well as a team. On occasion, although staff supervise children well at mealtimes, they are not always available to support each other during some routines. This impacts on the smooth running of the setting and the support children receive at these times.
- Children benefit from a menu of healthy, home-cooked meals and snacks prepared on site. Staff talk to children about the nutritional benefits of different foods and encourage them to try new foods. This supports children's physical development and helps them understand the importance of making healthy choices.
- Leaders create a well-rounded curriculum that supports children's curiosity, independence and understanding of the world. As a result, children make good progress in their learning and development. Leaders regularly monitor staff practice and support ongoing reflection and professional growth.

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:

- support staff to implement the learning intentions of activities more precisely, so that interactions are consistently effective at extending children's knowledge and learning intentions are met

- strengthen the smooth running of everyday routines, including at mealtimes, to further benefit the children's experiences.

Setting details

Unique reference number	2736572
Local authority	Barnet
Inspection number	10399261
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	100
Name of registered person	Mara Childrens Nursery and Work Hub Ltd
Registered person unique reference number	2736574
Telephone number	020 8446 4433
Date of previous inspection	Not applicable

Information about this early years setting

Mara Childrens Nursery and Work Hub Ltd registered in 2023 and is situated in Whetstone, Barnet. There are 20 members of staff, 16 of whom hold childcare qualifications at level 2 and above. The provider offers the government funded places for childcare.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector discussed how staff implement the curriculum and the impact of this on children's learning.

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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