

Inspection of Muswell Hill Day Nursery and Pre-School

Tetherdown Hall, Tetherdown, London N10 1ND

Inspection date: 17 March 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

Staff develop warm and caring relationships with children and their families. Children are happy to attend the nursery and quickly engage in activities on arrival each day.

Babies have plenty of space to support their physical development and quickly gain confidence to explore the exciting environment. Older children receive constant encouragement and praise when they attempt to do things for themselves. This helps to build their independence and self-esteem.

Leaders and managers are ambitious for children's learning. The curriculum is structured well to help children develop the skills they will need when they start school. For example, children use tweezers to develop their fine motor control in their hands in preparation for drawing and writing skills.

Children engage in a well-balanced curriculum with a clear focus on building children's independence across the nursery. Babies begin feeding themselves with a spoon, toddlers self-serve their food, and the oldest children choose what they would like to eat for lunch and serve themselves. Staff listen to all children and encourage them to make choices. This helps children to develop a strong sense of independence and responsibility, which helps to prepare them for the next stages in their learning journey.

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

- Leaders and managers are ambitious and committed to providing quality care and education. Staff feel well supported and receive regular opportunities to speak with their manager and room leaders, which helps them to develop their knowledge.
- Staff use observations and assessments effectively to identify children's next steps. Children enjoy opportunities to learn how to weigh and count ingredients to make flapjacks. They negotiate taking turns and listen to each other as they contribute to the discussion. Children learn to recall past experiences such as cooking at home, which strengthens their learning.
- Staff support children to learn about similarities and differences between themselves and others. The setting has first-hand experience of supporting children with special educational needs and/or disabilities and children who speak English as an additional language. It acknowledges the significance of working closely with external professionals to ensure that children get appropriate support.
- Children behave well and are engaged in the activities available to them. Babies settle quickly and make strong attachments with staff. They confidently move

around the baby room babbling and smiling to each other and staff. Staff value each child's individual needs and work hard with parents to achieve consistency with each child's sleeping and dietary needs.

- Children demonstrate that they have a positive attitude to learning. They show interest in what staff have to say and listen well to instructions when needed. On occasion, staff use words that are too sophisticated for the age group of children, without offering explanation. This makes activities less meaningful and harder to understand.
- Children enjoy a wide range of resources to support their interests and next steps. However, better care is needed to ensure that play resources that are not fit for purpose are removed or repaired immediately. For example, some books in the nursery library are ripped and have pages and covers missing. This does not encourage children to develop a love of books and to value reading time.
- Children follow good hygiene routines. For example, they wash their hands after outdoor play and before mealtimes. Staff support young children well to learn this skill. Children are encouraged to independently wipe their own noses. They learn how to keep their bodies healthy. For example, children drink water in nursery and have freshly prepared snacks and meals, which are nutritious and healthy.
- Parents value the communication and warmth from staff. They are impressed with the progress that their children make at the nursery. Parents praise the open conversations that they can have with staff and that leaders take their views and ideas into consideration. Staff use an online app to communicate with parents. Staff share information with them about 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:

- support children's understanding of new words by providing the meaning and how we use the word
- support and encourage children's love of books and reading by providing a range of good quality and well-maintained age-appropriate books.

Setting details

Unique reference number	2802560
Local authority	Haringey
Inspection number	10390718
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	92
Number of children on roll	77
Name of registered person	Dicky Birds Pre-School Nurseries Limited
Registered person unique reference number	RP902359
Telephone number	02033197332
Date of previous inspection	Not applicable

Information about this early years setting

Muswell Hill Day Nursery and Pre-School registered in 2024. The nursery is based in Muswell Hill, in the London Borough of Haringey. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery employs 29 members of staff. Of these, 21 hold appropriate early years qualifications from level 2 to level 6. The nursery provides funded care and early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and manager carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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