

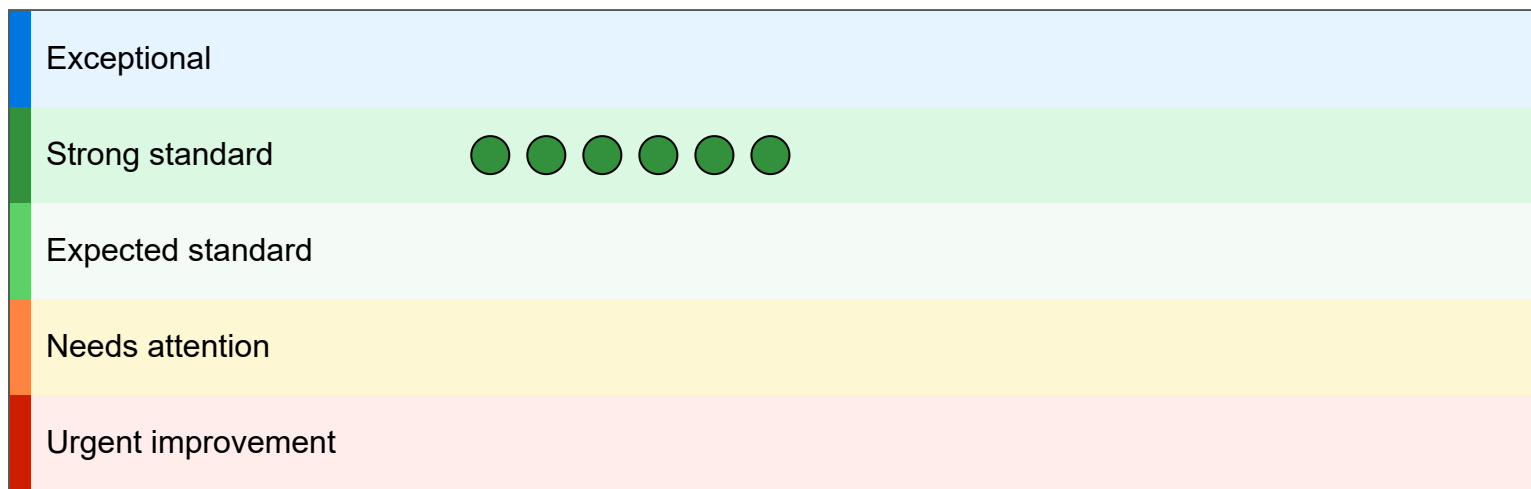
Childcare on domestic premises

Unique reference number (URN): 2781297

Registered with Ofsted: 27/02/2024

Registers: EYR, CCR

Inspection report: 10 April 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make secure and consistent progress from their starting points, including those with special educational needs and/or disabilities and those who speak English as an additional language. They develop knowledge and skills in communication, early mathematics and social development through experiences that build on what they already know.

Children use a growing vocabulary and respond to familiar language during activities and routines. They apply early counting skills in their play and begin to use mathematical language as they explore. Children remain engaged and show interest in what they are doing, developing confidence as they take part in learning.

Children demonstrate increasing independence in their play and routines. They make choices, follow instructions and take part in activities with confidence. They engage well with others and show pride in what they achieve. Children develop the knowledge, skills and confidence that prepare them well for their next stage of education.

Behaviour, attitudes and establishing routines

Strong standard ●

Children demonstrate positive behaviour and interact kindly with one another. They learn to share resources, take turns and cooperate during play. Staff model expectations clearly and guide children calmly so they understand boundaries and develop respectful interactions with their peers. For example, younger children are supported with gentle reminders and close guidance to help them understand expectations, while older children are encouraged to manage their behaviour more independently and take responsibility during routines.

Children follow routines confidently and show increasing independence during everyday activities. Staff support children to manage tasks such as handwashing. These expectations help children understand how routines support their wellbeing and contribute to a calm and organised environment. Staff take account of children's ages, stages of development and individual needs when supporting them, helping all children to feel secure. Leaders promote the importance of regular attendance and punctuality and work with parents to support consistent routines. Staff build positive relationships with children, which helps them to feel secure, maintain continuity in their learning and develop positive habits for the future.

Children with special educational needs and/or disabilities are included fully in routines and learning. Staff provide reassurance and adapt their support to help children manage their feelings and remain involved. Children develop positive attitudes. They show confidence, independence and a willingness to try new experiences. These approaches support children to feel secure, understand expectations and engage consistently.

Children's welfare and wellbeing

Strong standard ●

Children's welfare is supported through attentive and responsive care. Staff provide reassurance and guidance that help children to feel emotionally secure and settled. Children

with special educational needs and/or disabilities receive support tailored to their needs so they can access routines and experiences.

Children benefit from a safe and secure environment where they can move around confidently. The space is organised to support children's independence, enabling them to explore and engage in activities. Staff support children to understand how to keep themselves safe, for example by reminding them how to use equipment safely and supervising them closely during play.

Staff support children to develop an understanding of healthy lifestyles through consistent routines and guidance. Mealtimes are sociable occasions where children sit together and enjoy their food. Staff sit with children and encourage conversation, supporting children's awareness of healthy choices. Children follow hygiene routines and begin to understand the importance of healthy lifestyles, including oral health.

Staff build warm and consistent relationships with children, which support their emotional wellbeing and help them to feel safe and secure. They help children to recognise and manage their emotions, offering reassurance and support when needed. As a result, children feel safe, settled and supported. They develop confidence and emotional security within a nurturing environment.

Curriculum and teaching

Strong standard ●

Leaders design a broad and purposeful curriculum that supports children's independence and early learning across all areas of development. It is based on the early years foundation stage and places a strong emphasis on communication and language. Leaders also prioritise children's personal, social and emotional development, supporting confidence and positive relationships.

Leaders plan learning carefully and use routines and interactions to support children's understanding. They provide a balance of adult-led and child-initiated activities, enabling children to follow their interests while developing new skills. Staff use ongoing assessment to identify what children know and can do. They gather information from parents and observations to establish starting points and plan next steps. Staff adapt support so learning is appropriate to children's ages and stages. Leaders monitor the curriculum and provide feedback and guidance to support staff practice. This helps children to develop confidence, independence and build on their learning over time.

Leaders embed communication and early mathematics throughout the day. For example, children count, sort and match objects during activities, such as grouping pom poms by colour and number. In activities such as play dough, children explore shapes and quantities. These experiences support children to develop mathematical understanding and language, which is built on through planned activities over time. Staff ensure that children with special educational needs and/or disabilities access the same curriculum opportunities as their peers. Children benefit from regular opportunities for active play, developing coordination, balance and confidence outdoors.

Inclusion

Strong standard 

Leaders ensure that all children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, are included and feel they belong. Inclusion is embedded consistently across the setting. Children's individual needs are recognised and responded to effectively. Staff know children well and identify barriers to children's participation, adapting support so children can engage alongside their peers.

Leaders and staff assess children's needs and provide targeted support that helps children access learning and remain engaged. Staff use clear language, repetition and key words, including from children's home languages, to support children's understanding and communication. These approaches help children follow routines, build confidence and participate in activities. The environment supports inclusive practice effectively. For example, children can access quieter areas, including a sensory space, when needed. Staff use this thoughtfully to support children who may become overwhelmed, helping them to regulate and return to play.

Leaders ensure that staff consider inclusion when planning experiences and routines. Staff adapt activities and interactions so children can participate successfully alongside others. Support is reviewed and adjusted to meet children's individual needs.

Leaders work in partnership with parents and external agencies to strengthen support. Information is shared regularly, and strategies are used consistently to support children's development. Leaders ensure staff receive relevant training, including regarding support for children with SEND, so they can respond effectively to children's needs. As a result, children feel valued, develop confidence and make progress from their starting points.

Leadership and governance

Strong standard 

Leaders provide clear direction and maintain high expectations for care, learning and safeguarding. They ensure that the curriculum supports children to develop knowledge and skills over time. Planning takes account of children's interests and individual needs, including those with special educational needs and/or disabilities, so that all children can take part.

Leaders monitor the quality of the provision regularly. They review practice across the setting, observe interactions and discuss routines with staff to check that expectations are applied consistently and that children are supported effectively. This helps leaders maintain an accurate understanding of the provision and supports a shared approach across the team. Leaders support staff through supervision, feedback and professional development. This helps to strengthen staff practice and improve the quality of teaching.

Parents report that their children enjoy attending the setting. They value the regular communication they receive and feel well informed about their child's development. Parents describe staff as approachable and supportive and highlight how staff provide guidance that helps them support their children at home. These partnerships support continuity between home and the setting.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Children attend a warm and welcoming setting where they feel safe, valued and confident to explore. They arrive happily and separate from their parents with increasing ease. Staff support children to settle quickly into play, helping them to feel secure and ready to engage in activities. Leaders promote the importance of regular attendance and consistent routines, which helps children feel secure and maintain continuity in their learning.

Children build strong relationships with staff who know them well. Staff respond sensitively to children's cues and provide reassurance when needed. As a result, children show confidence to explore the environment and take part in shared experiences.

Leaders and staff provide a range of experiences that support children's curiosity and enjoyment of learning. For example, during creative activities, children use paint and plastic animals to make prints, talking about colours, counting marks and proudly sharing their ideas. During story times, children listen attentively and join in with familiar words and phrases, helping to develop their listening skills and extend their vocabulary. Younger children seek comfort from familiar adults and are supported to return to play.

Children benefit from an environment that promotes their independence and exploration. They move confidently between activities and select resources that interest them. Outdoors, children develop their physical skills through active play, including riding, climbing and exploring materials such as sand and water.

Children learn how to interact positively with one another. Staff guide children calmly and help them understand expectations. Children practise sharing resources, taking turns and playing alongside their peers. Children who speak English as an additional language are supported to understand and take part in activities. Children with special educational needs and/or disabilities are able to access experiences alongside their peers. As a result, children feel confident, included and develop a strong sense of belonging.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged pupils/learners, those with special educational needs and/or disabilities, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, parents and carers during the inspection.

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.

Inspector:

Rita Dome

About this setting

Unique reference number (URN): 2781297

Type: Childcare on domestic premises

Registration date: 27/02/2024


Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:30

Local authority: Barnet

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 10 April 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

20

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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