

Inspection of Keren's Nursery

The Pavillion, Lyttelton Playing Fields, Kingsley Way, LONDON N2 0EH

Inspection date: 21 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Keren's Nursery is a wonderful place for children to come and learn. Children arrive eagerly at the start of their day, ready to explore and be active learners. They build close bonds with staff, who know them well. Staff know the children and their families well and focus on partnerships with parents. The nursery is, in the words of parents and carers, 'a hidden gem for families'.

Children's behaviour is exceptional. They feel safe and are supported by staff to learn the importance of being kind, sharing and taking turns. Leaders are highly ambitious for what all children can learn and do. All activities for children have a clear learning purpose. Children develop their gross motor skills as they take turns to swing from climbing equipment. This supports children in learning how to manage their own risks safely.

Children learn lots about the world around them. For example, they excitedly watch as chicks hatch from eggs. Staff skilfully support children's growing vocabulary by talking to children about the chicks and introducing new words such as 'incubator' and 'hatchling'. Leaders want children to extend their learning outside nursery. They organise regular outings with children to the local park and take part in forest school sessions. Children confidently describe going on 'a blue bus and train' after a recent visit to the theatre.

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

- Leaders carefully consider how the curriculum will be taught and delivered. They encourage children to follow their interests and learn through play. Leaders are clear about children developing in each area of learning. The clear next steps help individual children gain confidence in their own abilities. This helps children to move smoothly between the different age groups with a sense of self-confidence.
- Leaders and staff regularly take time to discuss what each child has been learning. Through these discussions, staff plan what children need to learn next and how to support them. Leaders ensure that staff have the training and knowledge they need to be experts in promoting children's development in all areas of learning.
- Staff provide an environment, indoors and out, that excites children's curiosity. They use opportunities during children's play to build children's knowledge. For example, while children wait their turn for an activity, staff use the opportunity to engage the children in counting. Children excitedly respond as they count to 10 in different languages of their choice. Staff skilfully adjust activities and their interactions with children to maximise learning.
- Children have high levels of respect for each other. Older children play

cooperatively with each other. They work together while making a vehicle with construction pieces, negotiating and problem solving independently when a conflict arises. Younger children are supported in developing positive attitudes, and staff act as positive role models. They use opportunities at mealtimes to encourage children to develop their independence as they feed themselves and serve their own food.

- Children learn about a range of festivals and what makes them unique. Staff use opportunities to speak in different languages, such as Hebrew and Spanish. They repeat sentences or words in English and other languages. This helps children who are learning to speak English as an additional language make good progress in learning English.
- Leaders focus on making sure that children are able to communicate and use language confidently. Staff are excellent role models when interacting with children. The very youngest children are beginning to use words and short phrases. Older children speak in complex sentences. They enjoy sharing what they observe. For example, after tasting a radish, they confidently tell staff, 'that was spicy on my tongue.'
- Throughout the nursery children are developing a love of stories. Children enjoy reading a wide variety of books, which they freely select. Staff use props and animate their voices, which captures the attention of the children.
- Partnerships with parents are strong. Parents confidently discuss how they feel valued and supported by all the staff in their children's learning. They receive regular communication from the nursery, such as daily discussions, text messages and email communications. There is a parent-teacher association, which regularly meets with nursery leaders to share ideas and information.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY412309
Local authority	Barnet
Inspection number	10308316
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	9 to 52
Total number of places	60
Number of children on roll	55
Name of registered person	Kerens Gan Limited
Registered person unique reference number	RP904080
Telephone number	0208 455 9646
Date of previous inspection	5 March 2018

Information about this early years setting

Keren's Nursery re-registered in 2010. The nursery is situated in the London Borough of Barnet. The nursery is open on Monday to Thursday, from 8am to 6pm, and on Friday, from 8am to 2pm. The nursery employs 20 members of staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including four with level 6 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the nursery.
- 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, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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