

# Inspection of Bookie's Babes

Edgware And District Reform Synagogue, Stonegrove, Edgware HA8 8AB

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children at this setting thrive, as they form strong bonds with caring staff. Staff fully understand the importance of secure attachments for children's emotional well-being. Children feel safe and secure as they benefit from a well-established key-person system. For instance, babies snuggle into their special person for reassurance when they need it. Staff seek information from parents about children when they start. They offer individualised settling-in sessions, and use these to get to know children and families. This contributes to the home-from-home environment that staff strive to create for children.

Children learn through carefully planned activities that are suited to their age and stage of development. Children learn through a balance of adult-led activities and child-initiated play. Staff know the children well and work with parents to plan effectively for children's learning and development. Staff assess what children know and can do and provide a good range of activities to stretch and challenge their development. As a result, children make good progress.

Children are starting to develop their independence skills. They enjoy carrying out tasks throughout the day that enable them to make independent choices. For example, children put their jackets and shoes on to go into the garden and wash their hands in preparation for their meals. Interactions between children and staff, and children and their peers, are warm and caring. Staff create an environment where children are learning to manage their own behaviour.

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

- Leadership and management are strong at this nursery. The leader and manager work well together and strive to make continuous improvements. They each have an understanding of their different roles and responsibilities. The leadership team is committed to developing practice and they seek effective support from the local authority early years team.
- Staff gather information about each child when they start at the nursery. They carry out regular assessments of children to gain a better understanding of their development. Staff use this information to plan activities and experiences to ensure that children are meeting their expectations in all areas of their development. Children make good progress from their starting points and staff share information regularly with parents to keep them updated with their ongoing achievements.
- Transitions between rooms in the setting are individually arranged for each child, based on their stage of development. A close relationship exists with the on-site feeder nursery. This ensures that for children who progress to this setting, the move is a planned and smooth transition, with children who are prepared and

well supported.

- Leadership from the manager is effective. Staff report high levels of support for their well-being. There is effective engagement with staff through supervision and focused actions for professional development. There is a strong emphasis on teamwork and developing a nurturing environment; this fosters newer and less experienced staff to become more confident in their work with children and parents.
- Overall, children's communication and language skills are supported well. Staff sit alongside children at mealtimes and join in with their play. However, on occasion, some staff miss opportunities to engage with enthusiasm during activities with children, resulting in them moving away or become disengaged.
- Children have a wide range of resources available to them inside and outdoors. Resources are on low shelves or containers so that children can access them easily. Staff support children to investigate and explore different resources as they play. Staff provide children with a good range of opportunities to explore the outdoor area. From a young age children can choose whether they want to play indoors or outside. They learn to climb up the steps on a slide and develop their skills on ride-on toys, such as tricycles.
- Staff carefully nurture children's emotional well-being. Children are sociable, confident and secure in their relationships with staff. They happily turn to staff for help or comfort, if needed.
- Parents praise the work and dedication of the manager and staff and appreciate that this is reflected in their children's progress. They say that they have noticed progress in their children's speech and language ability since they have started at the nursery. They remark on how their children benefit from the secure relationships they have with the staff, who know the children very well. They say the staff are kind and welcoming in their approach, including the support they provide for parents throughout the year.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure knowledge of the importance of keeping children safe. Managers review the safeguarding policies and procedures with staff to ensure that they have a clear directive of what to do if they are concerned about a child. Staff are supported to update their safeguarding knowledge, including the wider aspects of safeguarding, through appropriate induction and ongoing professional development.

Staff carry out risk assessments effectively and ensure that the environment remains safe and secure. Staff are deployed effectively around the nursery to ensure that children are well supervised. This supports the safety of children.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- improve staff interaction with children to model the use of language, extend vocabulary and support their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY486862
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10264288
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Bookbinder, Sarah Jane
<b>Registered person unique reference number</b>	RP516143
<b>Telephone number</b>	07551929790
<b>Date of previous inspection</b>	9 June 2017

## Information about this early years setting

Bookie's Babes registered in 2015. It is situated in Edgware, in the London Borough of Barnet. The nursery is open from 7.45am to 5.30pm on Monday to Thursday, and from 7.45am until 2pm on Friday. It operates all year round. There are six members of staff, of whom five hold relevant early years qualifications.

## Information about this inspection

**Inspector**  
Anne Maher

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- A meeting was held with the manager and the nominated individual to discuss their leadership and management of the setting.
- The inspector reviewed documents that were relevant to the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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