

Inspection of Big Time Pre-Prep limited

London Borough Of Barnet, Mill Hill Library, Hartley Avenue, London NW7 2HX

Inspection date: 1 May 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 are very happy and secure. The dedicated staff pride themselves on listening well to all children to foster a sense of belonging. Children display strong attachments with staff, including their key person. The nursery recognises the great importance of gathering information from parents about their children's interests and needs. This helps staff plan a curriculum that closely follows children's own choices and changing fascinations. Children are resilient and curious in their play and learn through the effective role modelling of the staff team.

Children develop impressive language and literacy skills. They have a wonderful love of stories, which they recall through play and reading. Children spontaneously make marks on a large and small scale. Older children write their names and use words such as 'flowing liquid' when exploring water and textures in a tray. All children have many opportunities to explore numbers, measures and shapes in every learning area. For example, in the realistic role play area, children read numbers on shop labels and describe shapes they make with play dough.

Throughout their day at nursery, children demonstrate high levels of engagement in their learning. They focus intently on their work and are expertly supported by the very skilled staff team. Children's emotional well-being is supported exceedingly well. They make friends and play well with their peers. Children demonstrate high levels of confidence and self-esteem in their learning, self-care and communication. All children, including those with special educational needs and/or disabilities (SEND), are optimally ready for their next steps in learning, including starting school.

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

- Children behave well. Staff support them to gain the skills they require to work well with others. For instance, staff give children plenty of praise and model how to be kind and respectful to others.
- Staff value and respect children's home languages. They learn and use key words to help children to settle into the nursery. All children, including children who speak English as an additional language, become confident talkers.
- Staff carefully observe children's development and plan the environment and resources for children to meet their needs and interests. For example, there is an abundance of sensory experiences for children to explore textures and sensations in their play, as well as quieter areas indoors and outdoors for those who need these at times.
- Staff maximise spontaneous learning opportunities. For example, when children practise using cutlery to eat a nutritious lunch, staff talk about spinach and how forks can be used to lift it. However, at times, staff do not support parents to

build on children's learning through enabling them to practise skills and concepts at home with their children.

- Leadership is reflective and considers ways to develop the nursery even further. Staff have professional development opportunities. They have undertaken 'bucket time' training to build attention and communication with all children in their care. Relationships with external partners are good. Staff in the nursery make swift referrals and collaborate with a wide range of other professionals, such as inclusion support, local schools and speech and language services. Bespoke learning plans are devised to meet children's individual needs. This helps to ensure that children receive the right support, at the right time.
- Overall, partnerships with parents are good. Parents are very complimentary about the care their children receive. Staff share a variety of information through daily discussions and the online app. However, strategies to consistently engage parents in home learning are not embedded.
- Children with SEND are supported very well. Staff work hard to identify children's needs and use a range of strategies to help children develop in their own individual way. For example, staff use visual symbols as they talk with children to help develop their understanding. Any funding that children receive is spent well and has a positive impact on outcomes for children. All children make good progress.
- Children have lots of freedom to explore indoors and outdoors. This helps children access fresh air and increase their physical skills and abilities.
- Children manage simple risks in their play as they balance on circular swings, carry and pour water from measuring jugs onto plants, and ride on bikes. They access rich learning activities, such as weekly yoga, and explore wider spaces in a nearby park, where children discover changes in trees and leaves in the natural environment.

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:

- strengthen parent partnerships further in order to promote consistent ways of supporting children's learning at home.

Setting details

Unique reference number	2716970
Local authority	Barnet
Inspection number	10388574
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	2 to 4
Total number of places	46
Number of children on roll	17
Name of registered person	Big Time Pre-Prep Limited
Registered person unique reference number	2716969
Telephone number	07938 082349
Date of previous inspection	Not applicable

Information about this early years setting

Big Time Pre-prep registered in 2023 and operates from Mill Hill library, in North London. It provides care term time only, from 8.30am to 3.30pm, Monday to Friday. The setting provides funded early education to children aged two, three and four years. There are four members of staff working directly with the children. Of these, the leader holds a suitable qualification of QTS, one staff member has a level 6 degree and two staff members hold early years qualifications at level 3.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- The manager held discussions on routine and planning with the inspector as she carried out a learning walk.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The manager and the inspector carried out a joint observation of an outdoor activity.
- The inspector spoke with children, staff and parents during the inspection.
- The inspector reviewed a sample of relevant documents including suitability checks, procedures and other records regarding health and safety.

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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