

# Tring Park Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY370530

**Inspection date**

29/01/2009

**Inspector**

Jane Mount

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tring Park Day Nursery was registered in July 2008. It operates from a purpose built single storey building set back from the road on the outskirts of Tring, Hertfordshire. There are extensive grounds with an enclosed play area. The building has disabled access and is open each weekday from 07:30 to 18:30 for 51 weeks of the year. The nursery serves the local area of Tring and the surrounding areas.

A maximum of 24 children from two years to under five years may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll in the early years age range and the nursery is in receipt of nursery education funding. The provision is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language, although currently none attend. Four members of staff are employed to work with the children and they all have early years childcare qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good and the setting provides effectively for children in the Early Years Foundation Stage (EYFS). Systematic planning and assessment systems ensure children are making progress in their learning and development. The setting's policies and procedures ensure children's welfare is fully promoted. Partnerships with parents and carers ensure children's individual needs are met and all children are fully included. The provision has a positive attitude to improvement and is generally aware of their key strengths and areas for improvement but have not yet begun to implement a formal quality improvement process.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

## The leadership and management of the early years provision

The setting maintains records, policies and procedures which are generally informative and ensure the safe and effective management of the provision. Children's welfare is protected because recruitment and vetting procedures ensure staff are suitable to work with children. Professional development is encouraged and staff regularly update their knowledge through attending appropriate courses. Staff are clear on their roles and responsibilities and work well together as a team which has a positive impact on outcomes for children. The setting is generally

aware of its key strengths and areas for future improvement and some processes are in place to monitor and assess the quality of the provision. For example, parents' views are sought through the completion of feedback sheets. However, a self-evaluation system to monitor and extend effective practice and to ensure continued improvement has not yet been fully implemented.

Arrangements for safeguarding children are robust. Risk assessments ensure the environment is safe and any potential hazards are identified and minimised and children's safety and well-being are fully promoted. Children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's welfare is protected because staff have a secure knowledge of child protection and know how to safeguard children. For example, safeguarding children training has been undertaken by some staff and an informative policy is in place which details how children's welfare is protected.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the nursery and their children, such as an informative parents' welcome pack. Also, a keyworker system is in operation and daily verbal communications ensures children's individual needs are met and they receive continuity in their care. Parents are kept informed of their children's progress are encouraged to be actively involved in their children's learning. Effective links with other provisions delivering the EYFS for a particular child are in the process of being developed to ensure continuity of learning and care.

## **The quality and standards of the early years provision**

Staff use the EYFS framework to plan activities which are adapted to meet the individual needs of children. They understand that every child is unique and work closely with parents to ensure children's individual needs are met. Curriculum planning is linked to the six areas of learning and is informative. Staff closely monitor children's learning through regularly observing and assessing children to identify progress and achievements over time. Assessment records clearly show how children are progressing and this information is used to inform future planning. Consequently, children are motivated in their play, have a positive attitude to learning and are making good progress towards the early learning goals. Adult-led and child-initiated activities are well balanced to encourage children to be active learners. Staff support children well and create an enabling environment to promote independent play. The environment is organised so children can freely access most resources which helps them to make choices and develops their independence skills. For example, children confidently go to the toilet on their own and put on their own aprons for an art activity.

Children have regular opportunities to express themselves creatively and to explore

varied materials and media on a daily basis, such as painting, cutting and sticking or play dough. Children have opportunities to experience music and imaginative play and listen and respond with enjoyment when listening to stories. Children's physical skills are fostered with many opportunities to exercise. Children have access to resources that develop their knowledge and understanding of the world and technology. Staff promote a positive awareness of diversity through discussion and some activities, such as learning about Chinese New Year. Children develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve numbers, shapes, patterns and problem solving. For example, counting how many children are present at lunch time or finding different shapes when playing games.

Staff are proactive in implementing some effective strategies to promote and safeguard children's health and well-being. For example, staff wear disposable gloves and aprons when handling and serving food. Children are beginning to learn how to stay healthy and about personal care routines. For example, they are reminded to wash their hands before eating or after going to the toilet and discuss the reasons for doing so. Children are provided with healthy and nutritious food choices with food freshly prepared and cooked each day. Mealtimes are used as a time to encourage social interaction. Children have opportunities to learn about healthy eating through discussion and activities and know it is important to eat plenty of fruit and vegetables. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement ensure that children develop high levels of self-esteem. Children are respected and highly valued as individuals and in turn are learning to respect each others' differences and to manage their own behaviour. Staff reinforce sharing and respecting each others' feelings.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There has been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.