

Boys & Girls Nursery (Watford) Limited

Inspection report for early years provision

Unique reference number EY367669
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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).

Description of the setting

Boys and Girls Nursery (Watford) is a privately owned day nursery and is situated in the centre of Watford. The nursery opens five days a week all year round, except for bank holidays. The nursery is open from 07:00 and 19:00. Full time and sessional care is offered and children can attend for a variety of sessions. The nursery have two small outside play areas which are fully enclosed and secure. There is a small car park to the rear of the building and there is a covered area where buggies can be safely left. The pre-school children are cared for on the first floor.

It is registered for no more than 62 children aged under five years at any one time. This provision is registered by Ofsted on the early years register and they receive support from a local authority qualified teacher.

There are fifteen members of staff, including a cook and the owner who is also the manager. Nine members of staff hold appropriate early years qualifications. Of these, one member is working towards a Foundation degree, three members of staff are working towards a National Vocational Qualification (NVQ) Level 4 and seven of the staff are working towards a Level 3 NVQ qualification.

Overall effectiveness of the early years provision

Boys and Girls Nursery (Watford) is a friendly and welcoming environment where there are some efficient practices to ensure all children are valued and included. Children are safe and secure, they enjoy taking part in free play and focused activities including learning about the local community and the world around them. However, the outdoor area is not always used effectively and mobile babies are not always challenged. The partnership with parents is a key strength of the setting contributing to all children's needs been met, systems are in place for additional support. The provider/manager is very well organised, along with the committed and knowledgeable team they regularly self-evaluate ensuring that priorities such as training needs are acted upon.

What steps need to be taken to improve provision further?

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

- develop systems such as planning to ensure there is effective daily access to the outdoor area
- further develop planning to ensure that babies learning is effective, exciting, varied and progressive; this refers to ensuring babies interests and needs such as sensory play and physical development are met
- keep a record of all injuries; this refers to existing injuries.

The leadership and management of the early years provision

The provider has developed thorough policies and procedures to support the management of her setting. Recruitment, vetting and appraisal procedures ensure that all staff are suitably qualified and are able to access training to develop their knowledge and skills. Since registration the staff have worked hard to ensure children are cared for in a bright and stimulating environment. The manager and her deputy have completed a detailed self-assessment, views are obtained from staff and children's parents. This has led to clear identification of targets for continual improvement. Staff are effectively deployed to work with the age groups that they most enjoy being with, thus, children are very well cared for by a happy and committed staff team.

There are generally effective safeguarding procedures in place, however, an oversight in the recording of an existing injury occurred which may potentially impact on children's welfare. All staff know what to do if they have any concerns. They supervise children closely and collection times are well managed. Parents speak highly about the provision and the manager, comments include 'staff are very knowledgeable and friendly', 'when I ask questions I get good advice'. There is a two-way flow of information, purposeful questionnaires enable staff to effectively meet children's individual needs. Settling-in periods are very well supported with good use made of CCTV cameras enabling parents to view their children playing or settling into the setting. In addition, parents are encouraged to be involved in supporting their children's learning and development through the daily feedback documents, discussions with staff, newsletters and the invitation to attend open sessions. Recently parents have been invited to share their cultural backgrounds with the children. Effective links have been established with outside agencies to obtain any specialist advice if this is required.

The quality and standards of the early years provision

Children are involved in a good range of opportunities to support their development and learning. There is a strong emphasis on ensuring the practice is inclusive to families. Key words from children's first language are used by staff to ensure children feel valued and included. Staff plan the educational programme to take into account individual children's needs and interests. They gather information from parents and the children's previous key workers to ensure interests can be developed. For example, staff incorporate children's interest on transport into planning resulting in a walk to the nearby train station extending the children's understanding. Staff observe the children as they play, using this information to assess and plan for the next stage of children's learning, thus, children make good progress towards the early learning goals. However, the outdoor area is not fully utilised or routinely included in planning, potentially minimising play opportunities and learning for all children.

Toddlers and pre-school children enjoy purposeful play and exploration indoors. They confidently access resources such as sand, water, mark-making, computers,

small world figures and the home area. Children explore freely, playing independently and in groups, thus developing good relationships with their peers. Pre-school children enthusiastically take part in interactive French sessions. They work well together as they go on an imaginary journey to France. They are able to share their knowledge of number and shape to resolve problems when they build a hospital from wooden slats; staff extend children's learning and understanding effectively within their play.

Staff promote children's welfare well through effective procedures and practices within the setting. Babies are cared for by consistent and caring staff, who interact with children well. All care needs are effectively met. However, activities do not always consider sensory and physical development to promote challenges. Children enjoy nutritious and delicious meals freshly cooked on the premises, herbs used have been planted by the children, dietary needs are well known and vegetarian options are always available. Children are helped to develop positive behaviour through good adult interaction, thus, children learn to understand right from wrong. Children are reminded how to play safely and through risk assessments ensure the environment is safe. Staff demonstrate a clear understanding of child protection procedures.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 have 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.