



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY254839

DfES Number: 518810

### INSPECTION DETAILS

Inspection Date 02/12/2003  
Inspector Name Tina Kelly

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kidstuff Day Nursery  
Setting Address 299 Shenley Road  
Borehamwood  
Herts  
WD6 1TH

### REGISTERED PROVIDER DETAILS

Name The Borehamwood Nursery Ltd 4378692

### ORGANISATION DETAILS

Name The Borehamwood Nursery Ltd  
Address 299 Shenley Road  
Borehamwood  
Hertfordshire  
WD6 1TH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Kidstuff Day Nursery and Bottoms Up Baby Unit opened in May 2003. It operates from a large property situated at the end of Borehamwood High Street. The building has been totally refurbished to a very high standard. The baby unit and toddler rooms are on the ground floor and have baby changing facilities close by. Children aged from 2 years old are cared for on the first floor along side the pre-school room.

There is a secure outside play area with direct access to the park next door.

The nursery is open throughout the year from 8:00 until 18:00 closing only for statutory Bank Holidays. Extended hours from 7:30am. are an option.

There are currently 35 children age from 3 months to 4 years on roll. This includes 2 funded three year olds. The pre-school unit offers sessions from 9:30 - 12:30 and has recently moved to this site. It was previously registered as Kidstuff at Stanborough Avenue in Borehamwood. These sessions may be incorporated into a full day care package.

The setting currently supports several children with speech delay and who speak English as a second language.

Senior staff are all qualified to NVQ level 3 with nursery assistants having attained NVQ level 2.

### How good is the Day Care?

Kidstuff Day Nursery provides satisfactory care for children.

The nursery provides a warm and welcoming environment where children feel happy and secure. The home rooms provide areas where the children have free access to appropriate resources and equipment. A well qualified staff team are well deployed around the nursery providing a high staff to child ratio. Plans to develop staff training and appraisals need to be put into place. A special needs co-ordinator is to be appointed.

Staff give a high priority to safety, there are appropriate policies and procedures in place which are implemented throughout the nursery. However the outside play area has several issues which must be addressed.

A wide variety of appropriate activities are planned, staff know the children and are fully aware of their individual needs. Observations are made of their developing skills, however these are not taken forward to plan activities that will extend their early learning skills and are not linked to the early learning goals or the Foundation Stage. Activities and resources are not evaluated to ensure the children are progressing. The key worker system enables staff to establish a good rapport with the children, clear boundaries are set by staff who have a consistent approach to behaviour management issues.

Nutritious meals are cooked on site, individual dietary requirements are well met.

The nursery has produced a prospectus for parents outlining day to day policies. Staff work closely with parents to ensure they provide appropriate care and their individual needs are met.

Documentation is in place in line with most of the National Standards, a policy on lost or uncollected children must be devised. Information available for staff on the children's individual needs is well documented and readily available in the home rooms.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The nursery offers a bright and interesting environment where the children are confident and interact well with staff and other children. Work from all the home rooms is displayed around the building giving the children a sense of belonging.
- Staff work with the children at their own level, developing their understanding and promoting language development throughout planned activities and free play.
- Toys and equipment are clean and of good quality, each home room provides resources that are age appropriate and readily available for all children to explore and develop their independence.
- Information is readily available for parents on the routine and activities planned for the all the children. The baby room staff take extra care to talk with parents on a daily basis, records of their personal care is well documented. Respecting the difference of language and culture is an important part of the care given to all children throughout the nursery.
- A cook is employed to provide meals and snacks. Special care is taken to ensure any child with particular dietary needs are accounted for with the cook

discussing menus on a daily basis with the manager.

- There is a very good relationship with parents, they seek advice as needed and currently support children who have language and developmental delay.

#### **What needs to be improved?**

- the safety of the outside play area
- information regarding a statement of procedure for lost or uncollected children
- the planning and documentation with regard to the children's progress
- information for parents with regard to the children's progress
- the plans for staff training and appraisals.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
6	Devise and implement a risk assesment for the outside play area, this refers to; windows opening at child head height safety of children at the side of the building hand rails protuding from the fire escape encasement.	05/01/2004
14	Develop a statement of procedure to be followed if a parent fails to collect a child or a child is lost.	05/01/2004
14	Ensure planning is appropriatly recorded and promotes the children's progress towards the early learning goals.	05/01/2004

#### **The Registered Person should have regard to the following recommendations**

<b>by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
1	Identify needs and develop plans for staff training. Develop and record staff appraisals, work towards identifying designated staff for behaviour management and a special educational needs co ordinator.
14	Provide parents with information that shows the progress of their children in line with the early learning goals.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Kidstuff Day Nursery is of good quality overall. Children are making very good progress towards the early learning goals in communication language and literacy, physical and creative development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals. They offer a broad range of activities and resources, which children access enthusiastically. Good staff ratios allow for high levels of support for all children. However plans do not distinguish learning intensions for children who are more or less able. Resources are well organised to promote children's independence, although some equipment was broken.

Staff are recording observations of children's progress, and areas they are finding difficult. However this information is not utilised to inform future planning, to ensure children are being challenged and supported within these areas.

The leadership and management of the nursery is generally good. The pre-school have recently moved to these new premises, thus still establishing themselves. The staff within the pre-school work well as a team. They all contribute to the planning of the curriculum. All staff have been involved in ongoing training, and meet regularly to discuss forward planning. Assessments to evaluate the effectiveness of the setting, with regards to children's development are not in place.

The partnership with parents and carers is generally good. Parents are provided with information about the setting, the activities their children will participate in, and the skills they will endeavour to achieve. Parents are informed of their child's achievements and progress on an informal daily basis. However, they do not receive specific information regarding their children's progress towards the early learning goals.

### What is being done well?

- Children are developing good communication, language and literacy skills. They are confident to express their needs. Children show a real enjoyment for books, which they access independently. Children have daily opportunities to practice skills required for early writing.
- Children's physical development is very good. They are provided with a wide range of equipment and resources to promote this area well.
- Children's creative development is promoted effectively through an exciting range of daily activities, supporting children's self-expression and imagination.
- Staff have established secure relationships with the children, they promote

positive role-models which the children respect. They are calm and patient, sitting at the children's level and encouraging their efforts.

#### **What needs to be improved?**

- opportunities for children to further develop their independence skills, through their participation in practical routines of the day.
- opportunities for children to explore mathematical concepts such as calculation, comparing objects, and simple problem solving , through practical experiences, as well as planned activities.
- the provision of resources, to support children's understanding of how to use everyday technology, ensuring that equipment available is in working order.
- staff's planning of activities, to ensure learning intentions are highlighted for younger and older children, as well as, less and more able children. To ensure that all planning and assessments are evaluated, to ascertain the impact on children's learning, and used to inform future planning. Ensure parents are informed of their children's progress with regards to all six areas of learning.

#### **What has improved since the last inspection?**

The nursery has made generally good progress since the last inspection. Resources to support the areas of cultural diversity, history, geography, mathematics and scientific investigations have been extended. Children are now able to independently access a wide range of resources, to help promote all areas of their learning. Their new premises are larger, thus children now have a far greater choice of activities on a daily basis. The nursery were requested to set up a system to monitor staff training needs and development. Although this has not been established formally, two members of staff are on current training programmes. The Day Nursery are currently establishing their operational procedures, staff training will be given a focus. The pre-school staff will be encompassed within this process. The setting were to ensure that parents were given written information about their children's progress, within each of the six areas of learning. This issue has not been addressed thus will remain a key issue.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and settled within their environment. They are confident to access the wide range of resources available to them. Children show good levels of concentration both within story sessions and self-initiated play. Two children painted at the easel for over twenty minutes. Children approach staff for support and often a cuddle. They can work co-operatively with staff help. Children's behaviour is excellent. Children are developing independence skills, however this could be extended.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can communicate well with staff and each other. They can sit quietly at prescribed times, they rest their heads on the table prior to snack, and listen to calming music. Children are beginning to link sounds and letters, they know what letter their name begins with, and the sound it makes. Children can recognise their names when they self-register in the mornings. They are developing growing independence in mark making. Children enjoy books, handling them with respect and care.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count how many children are present. They can observe animals on Old McDonalds farm, and count correctly how many ducks and cows they can see. Displays within the environment reinforce children's understanding of shapes. They can recognise a triangle and circle. Children understand positional language, such as go in, over, and through, observed during physical play. However there are insufficient opportunities for children to develop calculation and problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can talk about aspects of the weather, for example rainy and wet. They show interest in days of the week, discussions took place about which is the first and last day of the week. Children can make shapes with octagons, and build with stickle bricks and duplo. They have access to information and technology resources, however some items were not working.. Children know the routines of the session. They can observe features within the natural world, such as the stars come out at night.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children have good opportunities to extend and practice their all-round physical skills. They jump confidently into hoops, crawl through a tunnel, during physical play. They can utilise the slide appropriately. They show an increasing awareness of the space around them, being careful not to bump into people while riding their bikes. Children know their own needs, asking to use the bathroom when appropriate. Children can utilise shape cutters, scissors and writing implements effectively.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children can discuss their favourite colours and observe these within the environment. They can explore texture and form through the provision of play dough, water and sand. Children enjoy singing familiar songs, and confidently enact all the movements. They paint freely, showing a sense of pride within their work. Children use their imaginations within the home-corner, making food and cups of tea. They enjoy musical instruments and play these enthusiastically.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase opportunities for children to develop their independence further, through their participation in practical routines of the day, such as snack time.
- improve opportunities for children to explore mathematical concepts, such as calculation, comparing objects, and simple problem solving. Through practical experiences, as well as planned activities.
- improve the provision of resources to support children's everyday use of technology, by ensuring equipment available is in working order.
- improve staff's planning of activities, to ensure learning intentions are highlighted for younger and older children, as well as, less and more able children. To ensure that all planning and assessments are evaluated, to ascertain the impact on children's learning, and used to inform future planning. Ensure parents are informed of their children's progress with regards to all six areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*