

# The Nursery Rooms

Inspection report for early years provision

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**Unique reference number** EY264808  
**Inspection date** 08/07/2011  
**Inspector** Jenny Howell

**Setting address** Warwick House, Perry Road, Harlow, Essex, CM18 7NF

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

The Nursery Rooms, is owned by WSG Limited. It has been open since 2003 and operates over two floors of Warwick House in Harlow, Essex. The nursery is open each weekday from 7.30am until 6.30pm, all year round. All children share access to a secure enclosed outdoor play area. The first floor is accessed via stairs and there are toilet facilities on each floor.

The Nursery is registered on the Early Years Register to provide care for a maximum of 69 children in the early years age range at any one time. There are currently 89 children on roll. Children come from the local and wider catchment area. The nursery supports children with special educational needs and/or disabilities. They also support children who speak English as an additional language.

The nursery employs 21 staff. Of these, 13 members of staff, including the manager, hold appropriate early years qualifications. Additionally, there are currently three members of staff working towards recognised qualifications. The setting receives support from the local authority and the area special needs coordinator.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is effective in meeting the needs of all children in the Early Years Foundation Stage. All children are supported in making progress in their learning and development. Staff work well together to ensure that children are safeguarded and have their individual welfare needs met. Good relationships are developed with parents and other early years professionals in order to ensure all children receive high levels of support. An effective system of self-evaluation is in place in order to support continuous improvement.

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

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

- Improve the use of observational assessment in order to plan and provide experiences which are appropriate to each child's individual stage of development as they progress towards the early learning goals.
- Provide a range of programmable toys, as well as equipment involving ICT, such as computers, for all ages of children.
- Provide books, images, and resources that show a range of languages, dress, customs and cultures.

## **The effectiveness of leadership and management of the early years provision**

All of the required policies are in place in order to support the smooth running of the nursery, and these are understood by all staff. Good procedures are in place in order to safeguard children. These include appropriate staff recruitment and vetting procedures, which ensure that all staff undergo checks through the Criminal Records Bureau and are trained in nursery procedures. Staff refresh their understanding of safeguarding procedures on a regular basis, both through training and staff meetings. Detailed risk assessments of all types of activity provided for children are in place. Risk assessments for each type of outing are also carried out and recorded.

Many staff hold recognised early years qualifications and minimum requirements are met. All staff are supported in attending additional training and improving their levels of qualification. This helps to ensure that children are cared for by staff with a good understanding of how children learn and develop. Good use is made of staff to support the everyday routines of the nursery. For example, staff work flexibly to cover for breaks and changing numbers of children.

Good use is made of the space available in order to provide children with a range of age-appropriate learning opportunities in each room. All resources are of a good quality and are well maintained. The outdoor area is also well resourced, with toys and materials which support learning across all subjects. As children are not able to access the outdoor area directly from their rooms, staff ensure that all children have the opportunity to play and learn outdoors through a rota system.

A system of self-evaluation has been implemented. This has allowed the nursery to reflect upon what it does well, as well as identifying areas for development. Effective action has been taken to address the areas for development raised at the last inspection, with improvements made of the outdoors to enhance children's learning to the range of opportunities for children to exercise and to staff's knowledge and understanding of safeguarding procedures.

Good links are developed with parents. They are welcomed into the setting daily, and are free to talk to staff at any time. Newsletters and noticeboards keep parents informed about events at the nursery, while photographs of their children at play are on display in each area of the nursery. Children's individual development records are sent home once each term and an open evening has recently been introduced. This helps to keep parents well informed about the progress their children are making. Staff develop relationships with other professionals, such as early years advisors and the area special needs coordinator. This helps them to raise standards and to personalise care and learning for individual children.

## **The quality and standards of the early years provision and outcomes for children**

Staff are effective in supporting children's learning and development. They do this through their organisation of the learning environment, in order to provide a range of activities which cover all areas of learning. They also make sensitive and detailed observations of what children can do. This provides them with a clear picture of what stage children have reached in their learning and development. However, this information is not used effectively to inform short-term planning of adult-initiated activities for individual children. Staff are skilled in supporting learning through their interactions with children. Asking and answering questions, as well as praising children warmly for their efforts and achievements.

Children enjoy learning and make good progress. They are able to work both independently and with others, concentrating for extended periods of time. Free access to a wide range of activities supports children in becoming active learners and encourages them to be imaginative in their play. All children enjoy participating in the activities available and are developing an understanding of sharing and taking turns. Older children especially enjoy collaborative play, working together to make a long snake or chatting to each other as they cut and stick.

Older children have regular access to a computer in order to develop ICT skills. However, programmable toys and computers are not always available to younger children on a daily basis. Trips to places, such as the local farm, help to enhance learning, and children take great pleasure in talking about the photographs from their trip. All children are able to develop mark-making skills. As they get older this develops into writing for a purpose, for example, writing down appointments at the hairdressers.

Children feel valued members of the nursery as they see numerous photographs of themselves on display in all areas. However, books and images of people and places from around the world and different cultures are limited. As a result, children are not fully supported in learning about difference and diversity. Children enjoy the company of staff and feel safe and secure with them. They receive comfort when they are hurt or upset and enjoy cuddling up to share a book or completing a puzzle together.

Children are supported in becoming independent in managing their own hygiene routines. Older children take themselves to the toilet confidently, with support available when needed, while younger children are supported in toilet training. Many children are able to remember when to wash their hands and all respond well to gentle reminders from staff. Children have daily opportunities to exercise, both indoors and in the garden. Healthy snacks and meals are freshly prepared on site and children's individual dietary requirements are adhered to. Children are able to help themselves to drinks throughout the day via their own beakers.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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