

Little Nightingales

Nightingale Cottage, Barnet Road, London Colney, ST. ALBANS, Hertfordshire, AL2 1BG

Inspection date	15/10/2012
Previous inspection date	18/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The partnership between parents and staff is strong, and information about the children's welfare and progress is effectively shared, consequently their needs are well met.
- Staff and children interact well, children approach adults with ease knowing that their needs will be met. Staff consistently offer lots of praise and encouragement, which means children develop positive self-esteem.
- Staff are supported well by the manager and effective systems are in place to monitor their personal and professional development leading to improvements in practice.

It is not yet outstanding because

- Although systems are in place to monitor and evaluate the nursery provision, actions to identify and organise changes to improve provision for children are less effective on occasion.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all the rooms used by the children both on the ground floor and on the first floor.
- The inspector spoke with the children about their activities and with some members of staff about their planning and key worker system.
- The inspector looked at a selection of the nurseries policies and procedures, and children's records.
- The inspector carried out joint observations with the manager and discussed in depth planning and children's learning journals.

Inspector

Suman Willis

Full Report

Information about the setting

Little Nightingales Nursery is a privately owned nursery and was registered in October 2007. The nursery operates from a spacious cottage on two levels in London Colney, St. Albans in Hertfordshire. The nursery has sole use of the whole building and two areas for outside play. There are readily accessible cloakrooms and kitchen facilities. There is a convenient drop-off and collect facility and parking is also available in the side street. Children are taken on outings within the local community.

The nursery provides an inclusive service for children aged from three months up to five years. It is open for 51 weeks of the year from 7.30am until 6.30pm Monday to Friday. The provision is registered on the Early Years Register, and there are currently 48 children on roll. The setting supports children with English as an additional language and children with special educational needs and /or disabilities.

The nursery employs a team of 13 staff, this includes lunch and evening cover staff; all hold appropriate early years qualifications to level 3 and above. The manager holds a level 4 qualification. The nursery also employs a chef.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- monitor and evaluate the impact of planned activities to ensure that all children have the opportunity to engage fully in small or large groups
- extend the existing systems for self-evaluation so that improvement plans prioritise areas for development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled because staff are at hand to join in and offer support and guidance and make good progress in their learning. Resources are appropriately stored to enable babies and toddlers to access them independently. Babies demonstrate their listening skills as they listen to familiar rhymes and join in with actions to 'If you're happy and you know it'. Toddlers are beginning to use words and are confidently able to describe what they are doing in the garden. They enjoy being cuddled as they are read to. Babies and toddlers develop their physical skills and learn to move around safely and confidently as they crawl around and learn to pull themselves up using low level furniture. Older toddlers use ride-on toys with ease in the garden. Babies and toddlers are developing good co-ordination and small manipulative skills. Babies are beginning to understand that their actions have consequences and enjoy pressing buttons in a familiar book to make musical sounds. Toddlers use brushes and glue sticks as they create pictures.

Younger children's personal, social and emotional needs are promoted. They are all encouraged to take turns and are praised for doing so. Babies and toddlers are growing in confidence as they learn to play away from their main carer and develop relationships with

other staff. They are supported in managing their personal hygiene and during meal times.

Pre-school children are challenged and engaged in well-planned and interesting activities. For example, children explore colours and textures by covering torches with a variety of different colour cellophane sheets. Staff are at hand to encourage them to think about what happens to the light when torches are covered in two different colours. Children's interest in role play, 'shopping', is effectively used by a member of staff to extend children's language and thinking skills. Children learn to count confidently and express themselves well. One child confidently describes how he constructed his jungle using a variety of building blocks, and toy trees and monkeys.

Pre-school children are developing good social skills as they sit at the table at meal times and learn to use a knife and fork. They manage their own personal hygiene as they independently access bathroom facilities. Older children engage in outdoor play using a variety of resources, such as slides, bikes and ball games. Children are also taken on walks and are developing an understanding of their local community.

All staff demonstrate a good understanding of how children learn and the educational plan ensures that all aspects of the seven areas of learning are covered. Staff are enthusiastic and able to describe well the aims of the activities. However, these are not always organised effectively because adult-led group activities are sometimes too large. Consequently, the youngest children do not receive sufficient attention to make their learning fully effective.

Systems to involve parents in their children's care and learning are positive and information is both informally and formally shared daily. Good relationships have been formed between key workers and parents to ensure that information is effective in meeting the individual needs of all children. Parents are informed about the educational programme through regular newsletters and parents' evenings. A parent forum gives parents opportunities to voice their opinions and work closely with staff and management. They receive in-depth reports of the progress their children are making in all areas of learning. Staff are on hand to ensure children are handed over to them or collected by their parents safely and securely.

The contribution of the early years provision to the well-being of children

Children are greeted by staff upon arrival and settled into their day with ease. They are familiar with the routine and Children are greeted by staff upon arrival and settled into their day with ease. They are familiar with the routine and upon arrival know what to do as they sit down ready for their breakfast. Younger children are offered cuddles and help with their breakfast. Appropriate settling-in procedures where the key worker spends time with the parents and children help to form attachments with carers. Children continue to feel secure as this procedure carries on as they move up into different rooms enabling them to build relationships with other adults. Younger children are becoming confident and show pride in their achievements as they show their pictures to adults. Pre-school children confidently ask adults for games and activities.

All children are becoming confident as move around choosing their activities. They develop a sense of belonging as staff are supportive and offer of praise and encouragement. Younger children are reminded to say 'please' and 'thank you' while older children manage this independently. Some younger children are beginning to make friends while babies sit and enjoy observing what others are doing. They all learn to share and take turns. Some younger children enjoy initiating a hide-and-seek game in the garden and others join in, older children enjoy the same game and are more creative in finding places to hide.

Children's health needs are promoted well as children have a healthy diet and are offered snacks consisting of fruit and freshly-prepared cooked meals for lunch. Their individual dietary needs are met as parents provide valuable information and the nursery offers a vegetarian option. All children have regular exercise and fresh air as they routinely use the well-resourced garden. Appropriate risk assessments enable children to feel safe.

Appropriate systems are in place to provide links between parents and local schools to enable pre-school children to be prepared well for the transition into reception class.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are effective, staff are able to demonstrate clearly the procedure to follow should they have any concern. All required documents are well maintained and policies and procedures are known and understood by all staff.

Self-evaluation takes into account the views of staff, children and parents. A parents' forum enables their views to be taken forward to the nursery. There are procedures in place to monitor and self-evaluate the provision, although, there is scope to extend these further to clearly prioritise aspects for development.

All staff have regular supervision, and appraisals are effective in monitoring staff performance. A well-established programme of professional development is helping practitioners to improve their knowledge, understanding and practice. All staff are encouraged to take up training. While staff files are full of information about suitability checks, qualifications and training these are not organised effectively for monitoring purposes.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY348672
Local authority	Hertfordshire
Inspection number	887104
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	48

Name of provider	Little Nightingales Childrens Day Nursery Ltd
Date of previous inspection	18/03/2011
Telephone number	01727 827533

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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