

Tots Day Nursery Ltd

Leavesden Green Junior Middle & Infant School, High Road, Leavesden, WATFORD, WD25 7QZ

Inspection date

Previous inspection date

03/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff really value working in partnership with parents, which helps ensure children's care and learning needs are met well.
- Children make good progress in all areas of their learning because staff plan a varied range of activities which build on their current interests and abilities.
- Children benefit from a welcoming environment and experience regular opportunities for outdoor play that engage them and promote their learning.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments. This provides a strong base for their developing independence and exploration.

It is not yet outstanding because

- Self-evaluation arrangements do not routinely take into account the views of parents. This means they are not fully involved in the process to support identification of ongoing improvements.
- The organisation of planning for next steps in children's learning does not actively engage all staff in the process to ensure children's learning experiences are fully enriched.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, toddler room, pre-school and the outside learning environment.
- The inspector held discussions with the registered provider and the manager.
The inspector looked at children's assessment records, planning documentation, the self-evaluation form and a range of other documentation including a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jane Mount

Full Report

Information about the setting

Tots Day Nursery Ltd is one of two privately owned nurseries. It originally opened in 1993 but re-registered in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a single-storey premises set within the grounds of Leavesden Green Junior, Middle and Infant School which is situated in Leavesden, near Watford, Hertfordshire. It is accessible to all children

and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3 and above. The manager has Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year from 7.30am to 6.30am. Children attend for a variety of sessions. There are currently 109 children on roll and the nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for further enhancement
- enhance further and strengthen children's learning experiences through analysing how information gathered from children's observation and assessment is used when planning their next steps to ensure all staff are actively involved.

Inspection judgements

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

Staff are confident in their approach to children's learning and provide interesting and challenging experiences that meet the needs of all children. The quality of teaching is secure throughout the nursery and children make good progress in their learning and development. A key person system is effectively used and key persons regularly observe what children can do and maintain clear records of the progress they are making. Children's next steps are identified and this information is then used to guide the planning of future play experiences. However, not all staff take an active role in the planning process. This means they may not be fully aware of the type of support or extension for all of the children in their room, to further enhance and strengthen their learning experiences at every opportunity.

Children are consistently well occupied, active and enthusiastic in their learning. The planned range of activities includes a good balance between child-initiated and adult-led play experiences. The indoor and outdoor environments are used to their full potential with resources which are appropriate and accessible for all children. Children are supported well in the acquisition of communication and language skills. For example, staff

interpret and give meaning to the objects babies show an interest in, such as when they point to an object and staff tell them what it is. They talk with toddlers about what they are doing so they can link words with actions, such as talking about why they are cleaning the table ready for lunch. Older children enjoy singing and story-telling which is enhanced with the use of props, such as finger puppets. Children have regular opportunities to express themselves creatively and enjoy investigating the changes to colours when painting. They quickly become absorbed and enjoy the sensory experience when playing with foam and talk excitedly about the consistency of the foam between their fingers and on their hands.

Children receive strong support from staff which enables them to develop good attitudes to learn effectively. Staff skilfully give babies and young children the space and time to explore while older children are encouraged to concentrate and persevere in their learning. This helps to ensure children are confident and well prepared for their transitions, both within the setting and when moving on to school. All children, including those with additional needs or English as an additional language, have their learning needs supported well. Parents are kept fully informed about their children's progress and achievements with children's development records regularly shared with them. Parents are also encouraged to be actively engaged in their child's learning. For example, 'monthly activities at home' sheets are given to parents, these assist parents by giving them ideas of ways they can encourage their child's learning at home. Parents are also encouraged to share observations of their child's achievements at home. Consequently children's learning is effectively promoted in close partnership with parents.

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

Children's well-being is promoted as an effective key person system enables staff to work in close partnership with parents to ensure children's individual needs are met. Staff form secure attachments with their key children, building a solid foundation for fostering children's personal, social and emotional development. Children's independence is encouraged with rooms organised to achieve maximum child independence. Older children are confident making choices, such as deciding if they want to play outside or stay inside for a story. Younger children's self-help skills are fully promoted with staff encouraging them to try things for themselves and supporting them while they try to succeed. Communication tools, such as visual timetables, are used to help children understand daily routines and to enable them to express which activities they would like to participate in, thereby promoting their independence in making choices.

Children are confident in their play and from a young age display a strong sense of belonging as effective settling-in procedures help children to quickly settle in the nursery environment. Staff support children and prepare them for transitions, such as moving rooms within the nursery or starting school. For example, babies and toddlers enjoy frequent visits to their next group prior to moving and effective systems are in place for older children to ensure they are confident and well-prepared when moving on to school. Children are valued as individuals and learn to respect and value differences. They are developing a good understanding of how to listen to others, share and take turns. For example, when a group of children decide to build a railway track, they work

cooperatively, taking it in turns to fit the pieces together. Staff set good examples to children as they demonstrate social skills and reward positive behaviour with plenty of praise and encouragement.

The nursery promotes the importance of a healthy lifestyle and children have regular opportunities throughout the daily routine to learn about healthy living. For example, from a young age they are aware of the need to wash their hands before they eat and when asked older children are able to say the reasons why. Healthy eating is encouraged and children are provided with nutritious food choices. They regularly talk about the benefits of eating fruits and vegetables and have grown some produce in the nursery garden. Plenty of fresh air and exercise keep children fit and good use is made of the outdoor environment to promote children's health and well-being. For example, in the large garden area children are able to move with control and coordination as they skilfully manoeuvre around obstacles when riding bikes. They develop hand to eye coordination when throwing balls and confidently climb and balance. They delight in jumping in muddy puddles after a heavy rainfall and make full use of the outdoor space as they excitedly take part in running races.

Staff interact well to promote children's safety as they help children to identify and manage risk. For example, when moving from the indoor to the outdoor environment they discuss why it is important to walk down the small slope rather than run. When older children use scissors they talk about how to hold them in a safe manner to prevent injury. When climbing, younger children are supported by staff who sensitively remind them why they must hold on tight.

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

The management team and staff have a good understanding of their responsibilities to ensure they meet the requirements of the revised Early Years Foundation Stage and they do it very well. Comprehensive written policies and procedures underpin the good practice within the nursery and ensure the nursery is run efficiently to safeguard children's welfare and promote their learning and development. The manager, who is highly motivated, provides clear leadership to ensure the staff team are fully focused on the needs of the children. They work together extremely well as a team to provide a quality service for children and their families. Staff value each other's skills and abilities and work hard to successfully provide a stimulating, safe environment where children enjoy learning and make good progress.

Recruitment and vetting systems are robust and staff benefit greatly from a well-structured induction process. Appraisals and recently introduced supervisions are used as a way of identifying staff training needs, closely monitoring staff performance and ensuring the on-going suitability of staff. Staff have a secure knowledge of how to safeguard children and understand their individual responsibilities to protect children. Children's safety is paramount and staff are vigilant with effective measures in place to keep children safe. For example, risk assessments are undertaken to ensure the environment remains safe at all times with any potential hazards identified and minimised

immediately.

Self-evaluation highlights the nurseries strengths with a clear action plan to prioritise areas for further enhancement to ensure continuous improvement. All of the staff team actively contribute their views and opinions to the evaluation process but no systematic process. However, no systematic process is in place to input parent's views. This means the evaluation process is not sufficiently robust to highlight all the strengths of the nursery and to fully identify any gaps in the provision. Excellent partnerships with parents contribute significantly to children's well-being and ensure their care and learning needs are fully supported. Many ways are used to share and exchange information with parents including the use of a website, displays, newsletters, daily handover sheets and parents evenings. A parent liaison group has also been set up. Staff are forthcoming in exchanging information with parents and children quickly settle in the nursery environment as their individual needs are fully met. Parents spoken to on the day of inspection say they feel well-informed and that staff are friendly and approachable. They think the key person systems works extremely well as they feel re-assured that staff know them and their children well.

Partnership working with other professionals and agencies is well-established and used to ensure children with special educational needs and/or disabilities are supported. There are close links with the local children's centre, such as signposting parents there if they need additional guidance. Teachers from local schools are invited to visit the nursery prior to children leaving to move on to school. This has been found to be very beneficial in ensuring those children make secure transitions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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	EY448399
Local authority	Hertfordshire
Inspection number	801418
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	109
Name of provider	Tots Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01923681092

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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