

Berkhamsted Day Nursery Ltd

Haresfoot School, Chesham Road, BERKHAMSTED, Hertfordshire, HP4 2SZ

Inspection date

08/03/2013

Previous inspection date

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

- The experienced staff team have a good understanding of how young children learn through play. The child-focused learning environment engages all children and builds on their interests.
- The nursery plans a broad educational program that meets the needs of all the children. They receive good support for their developing language, physical and early social skills.
- Children are very happy and settled. They build strong relationships with their key person, adults and the other children. Staff encourage children to try new experiences to build on their confidence and self-esteem.

It is not yet outstanding because

- There is scope for the nursery to keep parents better informed about planned themes and activities in order for them to fully support their children's learning at home.
- The views of parents are not yet used to full effect in the overall evaluation process to assist in identifying areas for improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked to the children, watched them play and have their lunch.
- The inspector spoke to staff about the children's care, development and the daily routines.
The inspector held a meeting with the head teacher of the preparatory school, the nursery manager and the deputy for feedback and about the day to day management of the nursery.
- The inspector took account of the views of the parents spoken to on the day and their responses to the recent survey.

Inspector

Tina Kelly

Full Report

Information about the setting

Berkhamsted Day Nursery Ltd was registered in July 2012 on the Early Years Register. It operates from within the grounds of Berkhamsted Pre-Prep, Haresfoot Campus, Berkhamsted, Hertfordshire. It is part of the Berkhamsted Schools Group which is a registered charity. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am until 6.30pm, and children attend for a variety of sessions. A maximum of 60 children in the early years age group may attend the setting at any one time; there are currently 43 children on roll.

Berkhamsted Day Nursery is led by the head teacher of Berkhamsted Pre-Prep School, who has Qualified Teacher Status with an early years specialism. The nursery manager holds a BA in Early Years Education. One member of staff has Early Years Professional Status and all other staff have appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve opportunities for parents to engage in their child's learning at home by giving them information in advance about the planned themes and activities
- ensure the information, once gained from parents, is used effectively in the overall evaluation process.

Inspection judgements

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

Children are keen and active learners as staff have a good understanding of how children learn through play. Assessments and planning for the children's next steps are based on the 'Development Matters in the Early Years Foundation Stage' guidance. The observations in the children's learning journals are based on the key person's comprehensive understanding of the children and their families. As a result children are making good progress in relation to their starting points. Staff have a clear understanding of how to extend activities for older and more able children. Children's learning is tracked to ensure they have the skills needed for the next stage in their learning, such as starting at pre-school or school.

A broad educational programme ensures all children benefit from a wide range of interesting activities based on their interests and the prime and specific areas of learning. Children explore interesting resources and enjoy new experiences that promote their curiosity and thinking skills. For example, choosing from a good selection of musical instruments gives them opportunities to explore the different sounds each instrument makes. The activity is extended with popular nursery rhymes and songs. Staff are skilled in helping children to develop their language and supporting physical, personal and social development.

Babies cared for in the 'Cotton tail' room are supported well as they practise their newly acquired skills, such as crawling and walking. Staff provide a stimulating but peaceful environment where children have easy access to toys and resources. Children enjoy exploring the space around them, sitting and crawling on a crinkly foil blanket. They show great delight in reaching for a range of objects that can be pulled, squeezed and held, developing their fine motor skills. Children receive lots of praise as they put jangling keys into a tin container, reach in and then hand them to a member of staff. They are beginning to establish simple actions that are the basis for the next steps in their developing skills.

Staff are fully engaged in all aspects of the children's learning. They join in the free play activities with sensitivity, supporting children's ideas when appropriate. The young children respond well as staff help them to select paper, crayons and start to help children recognise the letters of their names. Children's language and communication skills are extended as staff introduce new words in everyday play. Young children's vocabulary and pronunciation are developing well; staff repeat the names of animals as they are set out in the children's play. They ask the children about what noises the animals make, extending their understanding and interest. Children join in stories repeating the words and phrases from favourite books, they reach and stretch as they become involved in expressing 'how much' and 'how high'. Story time is managed well; age-appropriate stories, puppets and prompts are used to draw children into the activity. This helps them focus, concentrate and feel involved in the activity.

Staff talk to parents on a daily basis about the activities the children have taken part in and enjoyed. However, some comments in the recent survey show that some parents do not always have up-to-date information about their children's recently acquired skills gained at nursery to support their learning at home. The nursery plans a variety of open-ended topics but the detail is not always shared with parents in advance to enable them to link with the children's experiences at home.

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

Children are happy and secure; they have formed strong bonds with their key person and other children. The nursery is aware of the children's individual dietary requirements, personal likes and needs as parents complete a comprehensive 'All about me' form as they join the nursery. This is reviewed by key members of staff as the children move rooms so their needs are consistently met to a good standard. The nursery caters for the needs of

the younger age group well. Laminated photographs are made into books to show the toys and games that are available. This enables staff to ask children what they would like to do and establish good communication with the toddlers. Children of all ages are confident in making their needs known to the staff as they are familiar with the daily routines. They are supported well in mastering simple practical skills, for example, finding their coats and putting on their wellington boots to go outside.

Children's social skills are enhanced as they play cooperatively with each other, take turns, share resources and negotiate and solve problems when helping, such as at tidy up time. This supports their understanding of acceptable behaviour and of keeping themselves safe as they are asked to move toys to make space for new activities. Staff are good role models; they are calm and speak clearly to the children so they know what is expected of them. Children have many opportunities to develop their physical skills; they have a well-resourced outside play area and use of a large sports hall for games and sporting activities. When the weather is poor children are taken for walks around the extensive grounds. They are able to explore the natural environment around them every day. For example, children enjoy going out in the rain; they are excited to put on their wellington boots and coats, and they tell the other children to put up their hoods. They are keen to go outside regardless of the weather.

Children learn about a healthy lifestyle through recognisable and predictable routines. They anticipate lunchtime when they are asked to wash their hands; they find the place mats with their names and photographs on. Children take great pleasure in helping each other to find their place and talk about where they are sitting. This supports their sense of belonging and self-esteem to a high level. Lunchtime is a social event; the older children are beginning to feed themselves with great skill. Staff talk to the children about the food they like and how it will help them grow big and strong. Nutritious meals are prepared by a trained chef in the main school, and nursery meals are adapted and pureed to meet the needs of the younger children attending. Children have opportunities to take part in food preparation and cooking through planned activities. Children take part in a range of social and play activities that extend their skills and build their confidence. This prepares them well for the next stages in their learning, such as moving onto pre-school and school.

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

The well-qualified staff work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children. Effective recruitment and appraisals ensure staff are competent and suitable to work with children. Regular team meetings and appraisals support staff in their professional development. They have good opportunities to attend training provided by the local authority development team and in-house training courses. There are comprehensive safeguarding procedures in place to monitor and manage any concerns about children. These are based on the Local Safeguarding Children Board documents. Information is on display so parents are aware of the commitment of the nursery to provide a safe place for children. Children's safety and well-being is further promoted as risk assessments to identify and minimise risk to children in the nursery and when playing outside are in place.

Effective partnerships with parents make a strong contribution to meeting the needs of each child. Parents spoken to at the time of the inspection, hold the nursery in high regard and find the staff helpful and friendly. The nursery has close links with the on-site pre-school and school. The management team understand the importance of making links with other settings when the children attend. They are aware of the support services provided by the local children's centre.

Self-evaluation is used to reflect on everyday practice. The leadership and management team instil a strong drive to constantly improve practice and provide the best possible care and learning opportunities for all children. Priorities for improvement are identified and planned for. Parents are encouraged to share their views on the nursery through a survey. However, as the closing date for the survey has only just passed, some responses from parents have yet to be considered. As a consequence, not all parents' views have been included to support continuous improvement over a sustained period to improve the learning and development for all children.

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 action. 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	EY449876
Local authority	Hertfordshire
Inspection number	885403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	43
Name of provider	Berkhamsted Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01442 872 742

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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, which are usually the childminder's 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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