

Table Hall Nursery

84-88 Pinner Road, WATFORD, WD19 4EH

Inspection date

Previous inspection date

30/07/2013

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 nursery plans a broad educational programme to support children's learning and to promote their early skills to a good level. Staff support children in taking part in new experiences to develop and extend their learning.
- The well-resourced nursery and outside play areas enable children to make choices about their play. The experienced staff team have a good understanding of how children learn through play.
- The leadership and management of the nursery is strong. Robust recruitment and appropriate staff supervision ensure staff are suitable to work with children. The staff team work well together; they are deployed appropriately to ensure they meet the needs of all children.

It is not yet outstanding because

- There is scope for the nursery to keep parents better informed about the activities the children take part in to enable them to further support their children's learning at home.
- The views of parents and older children are not always used to the best effect in strengthening the drive for improvement and focusing on how to further raise children's levels of progress.

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.

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 children play in all the home rooms. She talked with the pre-school children to find out what they enjoyed doing.
- The inspector watched toddlers and the pre-school children play in the garden and have their lunch.
- The inspector spoke to staff about the children's care, development and the daily routines.
- The inspector held the feedback meeting with nursery manager.
- The inspector took account of the views of parents as they collected their children and from the questionnaires on file.

Inspector

Tina Kelly

Full Report

Information about the setting

Table Hall Nursery is one of two nurseries which is privately owned. It has been in operation since 2007 and re-registered in 2013 when it became a limited company. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It serves the local area and is accessible to all children. Table Hall Nursery operates from a converted church hall in Bushey on the outskirts of Watford, Hertfordshire. There is an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including the manager who has Early Years Professional Status. The nursery opens Monday to Friday, all year round from 7.15am to 6.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery runs an after school and holiday care club. The nursery supports children who speak English as an additional language and children with special educational 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:

- improve opportunities for parents to engage in their children's learning at home by sharing information about children's developing interests and activities they have enjoyed on a more regular basis
- develop the self-evaluation process by more effectively using the views of parents and staff to enhance continuous improvements to the provision for children.

Inspection judgements

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

Children are happy and settled, they play contentedly as each of the home rooms is thoughtfully laid out and exceptionally well resourced to meet the needs of the children who attend. Staff renew and set out activities throughout the day based on the children's interests and likes. These are adapted and changed by the children who are encouraged to think creatively to solve problems and develop their own play ideas.

A broad education programme across the nursery ensures all children take part in stimulating activities based on individual interests and skills. Information gained from

parents as the children come into the nursery and as they move into new rooms is used and now stored on a hand-held tablet. The detail is used as a basis for the observations, assessments and the progress check at age two years. The data is downloaded to the office computer so the manager can monitor the progress of individual children. The information is printed out to be shared with parents in the children's learning journals. However, the information is based on the what the children have done and does not always maximise support for parents in extending children's current skills as they play at home.

Children in the baby room are supported well by staff, who know about their personal care needs. They liaise closely with parents to ensure children's developing skills are promoted to a high level. Non-mobile babies are encouraged to move around soft play areas. They are beginning to show curiosity about toys; they are starting to explore their environment with excellent support from their key person.

Play provision in the toddler room provides many varied opportunities for children to practise their life skills. Staff support children in enacting life experiences, such as making tea and caring for dolls in the imaginative play area. Children become fully absorbed in planned activities that are new to some children, such as corn flour play. The activity is well resourced; staff are fully involved in supporting the children in using their hands and small spoons and tools in moving, handling and sprinkling the dry powder. Staff show children how to add glitter and water which changes the texture and provides a new experience. Children are free to move around the room and they bring toy snakes and spiders to the activity, which are incorporated into the play. Children's language is supported as staff talk about how the snake wriggles and moves. They ask if the spider likes to walk in the flour and move him around much to the delight of the children, who are focused and enjoy being part of a small group play experience. Children are keen to help tidy away, scooping the flour across the table and using a small brush and pan to sweep the floor. Children are developing the skills that will support them in taking part in new experiences at school with a strong sense of self awareness and self-esteem.

Young children, those who have English as an additional language or who need additional support in developing their language skills are supported well throughout the nursery. Books that reflect a range of languages are readily available so children can link pictures and stories with script from home. A selection of photographs depicting aspects of the daily routine and activities are used to show children what may happen next and to help them make choices about their own personal routines. Families are asked to give the nursery a sample of words from home so staff can comfort and help children in everyday routines, such as cloakroom and meal times. Staff use home languages to say 'hello' and 'good bye'.

Pre-school children have many varied experiences that prepare them for moving onto new settings, such as nursery and school. The nursery provides out of school care for a limited number of school-aged children. Most of them are siblings or have previously attended the nursery. They have a very positive impact on the learning opportunities for the older pre-school children. Children clearly enjoy a planned group time where they sit together to play the 'silly soup song' game. Children sound out letters, words and rhymes to link and extend their vocabulary. Children are keen to join in; they are given time to talk and think,

they laugh at the made-up sounds and words. Staff support the children's pre-reading skills with lots of praise and new words and sounds which extend and promote their understanding of grammar and vocabulary.

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

Children of all ages build strong bonds and attachments to their key person and other members of staff. Children behave well; they are cooperative and are learning to take turns and share through well-managed activities and daily routines. Clear and consistent routines, such as putting on boots and coats, lining up quietly before going outside and being considerate to others ensures children understand what is expected of them. Good behaviour is supported by staff who are good role models they praise children and thank them for their help.

Meal times are calm and social events. Healthy, nutritious meals and snacks are prepared and cooked on site. Children's independence is promoted as they serve their own meal and tidy away at the end of lunch time. Staff comment on how well the children manage to serve themselves; they often help themselves to a second helping as they can make their own decisions about how hungry they are. These well-managed day-to-day activities introduce children to routines that will enable them to move onto nursery and school with confidence. The nursery has established strong links with other early years settings and schools. Teachers from local reception and nursery classes are invited to the nursery to meet with children and to see the learning environment and the experiences they have taken part in. This enables them to continue to support children as they move to new group settings.

Children learn about a healthy lifestyle; they understand the importance of fresh air and physical play. All rooms have free access to outside areas, each room has a covered area so children can play outside in all weathers. The nursery provides wellington boots and waterproof suits so children can explore the extensive outside play provision regardless of the weather. Children are well supervised as they climb, swing and slide on the play structures. They are encouraged to extend their play from inside, out into the large playhouse, extensive soft play areas and to use the ride-on toys. In this environment children make decisions about their own safety. They are beginning to make judgments about risk and how they can take responsibility for their own and other children's safety. They are competent in making their needs known to staff and ask for help when needed.

Children's understanding of the natural world is promoted with an interesting wild garden area with logs and tree stumps that can be moved to create camps and to look for insects. Synthetic grass provides a clean and safe environment for children of all ages to play. Children are curious about the vegetables they have been involved in growing. Staff help the children to look for pea pods on the shrubby plants. They show them how to pop them open to reveal soft peas inside. Children's understanding is extended as they talk about what they have for lunch and what vegetables they like.

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

The management team has high expectations for the quality of care that is provided across the nursery. The nursery regularly reviews and audits the documents and overall practice to ensure the requirements of the Statutory framework for the Early Years Foundation Stage are met. This process supports the nursery in completing modules as part of their accreditation to the Hertfordshire Quality Standard. The management team and room leaders take responsibility for safeguarding issues. Comprehensive procedures are in place, including a robust recruitment, induction and ongoing staff support and appraisals to ensure all adults caring for children are suitable to do so. The nursery works with the Local Safeguarding Children Board code of practice to monitor and manage any concerns about children in their care. Information is readily available to parents in the hand book and on display in reception. Children are further protected as staff are aware of the robust process to record and follow up complaints. Robust risk assessments ensure children are cared for in a safe and well-managed environment. For example, staff ensure that hot water is at a suitable temperature at all times.

Partnership with parents is generally strong. The nursery has good relationships with parents which enables them to consistently meet the children's individual needs. Parents are kept informed about their children's day-to-day routines and special events with notes on display in reception and a regular newsletter. Parents' views are sought with a regular questionnaire; parents spoken to on the day of the inspection said they were very happy with the activities their children take part in and they value the advice given by staff. Support services provided by the local authority and the children's centres are used by the manager to share experiences, compare practice and to access training. Staff also work closely with outside agencies to provide specialist support for children with additional needs to enhance their learning. Staff are supported through team meetings, appraisals and regular reviews of overall practice to ensure all children are supported, and their learning and care needs are met. There is an effective evaluation process in place to identify areas of the nursery that work well and areas to be developed. However, the views of parents and staff gained through discussion and the questionnaire process are not always used to the best effect. The detail is not consistently used to strengthen the drive for improvement of the overall service and to further raise the level of children's progress.

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 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	EY466296
Local authority	Hertfordshire
Inspection number	925742
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	109
Name of provider	Table Hall Nursery Limited
Date of previous inspection	not applicable
Telephone number	01923242778

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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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