

Children's Nest Nursery

165 Turners Hill, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 9BH

Inspection date

14/08/2013

Previous inspection date

29/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 observe and assess children effectively and plan for their next steps. Consequently, they make good progress in all aspects of their learning.
- Staff develop positive and caring relationships with the children and this helps children to feel safe, happy and confident at nursery.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff demonstrate good knowledge of safeguarding procedures in order to keep children safe.

It is not yet outstanding because

- Opportunities outdoors to develop in all areas of learning are not fully explored, particularly for older children.
- There is scope to improve information sharing to enhance the already good key person system in place in order to support children even further when their key person is not present.

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 observed activities in all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the owner, manager, staff, parents and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full Report

Information about the setting

Children's Nest Nursery was registered in 2010 on the Early Years Register. It is situated in Cheshunt, Hertfordshire. The nursery serves the local area and is accessible to all children. It operates from a converted house and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children and there are 28 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs ten members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and seven at Level 3 or above.

What the setting needs to do to improve further

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

- enhance the outdoor area to provide a wider and more challenging range of experiences, particularly for the older children.
- enhance the effective key person system already in place by improving information sharing in order to further meet the needs of all children, when their key person is absent.

Inspection judgements

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

Children are eager to attend the nursery and motivated to learn. They have fun as they access a varied range of activities and experiences across different areas of learning. They explore and play, displaying emerging levels of independence and self-confidence. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff have a good understanding of the revised Early Years Foundation Stage which they implement with success. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff make use of observations to identify individual children's

future learning in all required areas of development. Learning journals that include photographs and observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children, including those with special educational needs and/or disabilities or those learning English as an additional language, are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Staff communicate with parents on a daily basis through discussion and effective use of a home-link sheets that supports a two-way flow of information. This approach successfully engages parents in their children's education.

All children are developing good communication and language skills. Babies babble and laugh as staff engage their interest in a picture book of farmyard animals. Younger children join in action songs, smiling and copying staff. Older children are articulate, confident to interact with visitors to the setting. Using masks as prompts, they are keen to identify, describe and imitate a range of different animals. Children for whom English is an additional language are able to use their home language in their play. Staff move around the playrooms joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. For example, younger children learn the terms of 'scooping and tipping' as they play with the sand, using a range of tools and containers. Staff listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Skilful questions by staff extend children's thinking and they gently guide children to develop their skills. For example, during a planned cooking activity, staff encourage children to predict how much water they will need to add to the cake mixture. Staff promote their mathematical understanding as they support them to count the number of spoonfuls of water they add and describe the changing texture.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playrooms and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and some equipment to support all areas of learning is readily accessible for children to self-select. However, there is scope to extend the range of resources outdoors to provide a more challenging range of experiences, particularly for the older children.

There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. The effective key person system supports children to feel valued and promotes a sense of belonging. However, there is scope to enhance information sharing between staff to further support the individual

needs of all children, particularly when their key person is absent. Caring staff warmly welcome the children and their families. Staff provide support to new children and parents to ensure a successful settling-in period that is tailored to the needs of each child and family. This continues throughout the nursery as children move on to different rooms. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed.

Children have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. Children's care routines are carefully monitored and information, such as, sleeping patterns, eating and nappy changing routines is shared with parents. Children behave well as they are secure and happy in the nursery. Children respond well to the clear boundaries set for them. Older ones are particularly well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Children learn to manage their feelings and understand the effect of their behaviour on others. Older children willingly take on responsibility, for example, tidying away toys and laying the table in preparation for lunch. During play outdoors they listen carefully and adhere closely to the instructions of staff and regularly practise the emergency evacuation procedures. This demonstrates a mature attitude to taking responsibility for the safety of both themselves and their friends. As a result, children enjoy their experiences in the nursery and learn good skills that support their future learning. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. The nursery chef prepares nutritious snacks and meals, and children's individual dietary requirements are met. Mealtimes are sociable occasions when staff encourage older children to learn independence skills by helping to serve the food and pour their own drinks. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day-to-day hygiene habits, such as hand washing. Children benefit from regular fresh air and exercise during outdoor play.

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

The provider has a good understanding of the safeguarding and welfare requirements. All required documentation is in place and readily available at inspection. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Effective procedures have been established to work with parents and, as a result, parents speak positively of the care and learning their children receive. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at home. Staff forge strong partnerships with other agencies involved with children who have special educational needs and/or disabilities. These help to support the individual needs of children well.

The provider, manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Management have also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement. This self-evaluation process fully incorporates the views of children, parents, staff and other professionals.

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 | EY415650 |
| Local authority | Hertfordshire |
| Inspection number | 927379 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 35 |
| Number of children on roll | 28 |
| Name of provider | Linda Rodney |
| Date of previous inspection | 29/09/2011 |
| Telephone number | 01992 627 727 |

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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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