

Boys & Girls Nursery (Watford) Limited

Central Hall, Loates Lane, WATFORD, WD17 2PA

Inspection date	13/09/2013
Previous inspection date	07/10/2008

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

- Children are motivated and eager to learn. They show good levels of confidence and happily explore their surroundings. They learn to play cooperatively together which successfully aids their future learning.
- Children are very well supported in their transitions within the nursery so that they remain settled and secure. Staff are sensitive to the feelings of children who are new to the nursery. They ensure that a familiar person is always nearby. As a result, children become confident in their surroundings and join in with activities on offer.
- There is a hard working senior management team in place. They work very closely with the staff, parents and other providers to implement any changes to move the nursery forward.

It is not yet outstanding because

- There is room to develop the toddler and the pre-school rooms so that cosy and quieter areas are provided where children can relax, explore and extend their learning with their friends and staff.
- There is scope to reflect the different ways children learn by extending the use of flexible resources in the home areas and during children's imaginative play so that those who prefer energetic play are offered rich, varied and imaginative experiences.

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 and the interactions between children and adults in the playrooms and the outside learning environment.
- The inspector discussed with staff how planning and assessment is used to ascertain children's achievements and to plan further activities. She spoke to children during their play and obtained views of some parents on collection of their children.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the provider, the manager of the nursery and the area manager.

Inspector

Maura Pigram

Full Report

Information about the setting

Boys & Girls Nursery (Watford) was registered in 2008 on the Early Years Register. It is one of three nurseries managed by the provider and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted building in the centre of Watford, Hertfordshire. Children have access to enclosed outdoor play areas.

The nursery employs 23 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, six at level 2, two at level 4 and one at level 6. The nursery also employs a cook and 2 handymen.

The nursery opens Monday to Friday all year round, apart from bank holidays. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 122 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- continue to develop the toddler and the pre-school rooms so that there are reassuring and comforting quieter spaces for all children to explore and extend their learning, especially with regard to speaking and listening skills

- provide further opportunities for children to use flexible and varied resources in their imaginative play and value energetic play so that this offers a rich and purposeful experience.

Inspection judgements

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

Children are making good progress in their learning and development. Staff gain good information from parents when children first start at the nursery and through ongoing communication. They demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage. They carry out regular observations and assessments of children and use these to plan for future learning. Parents and carers are involved in the

progress check for children aged two and ideas to support children's learning are shared. The nursery recognises the value of involving parents in contributing to children's planning and this is an ongoing project. All parents are offered the opportunity to discuss their child's progress on a regular basis. For example, review meetings are organised and a summary of children's progress is provided. They are also kept well informed through informative newsletters, dedicated social network sites and day-to-day discussions. In addition, they are advised about how their children settle and any relevant developmental issues are discussed frequently. This means that there is a continuity of care and learning between children's parents and the staff caring for their children.

The nursery is bright and welcoming and children's base rooms are attractive. For example, the baby room offers lots of opportunities to support younger children's interests. Children in this room love the low level mirror and the newly introduced sensory resources. Resources to help with the development of emerging skills, such as standing and walking are used as and when necessary. All rooms are well resourced. However, the organisation of the large toddler room means that noise levels can at times be high. There is one cosy area in this room, which is well used by children and staff to share books. However, this is in a busy area and, therefore, is not as effective as it could be in supporting children's speaking and listening skills.

The home areas are popular. There are plans to develop these areas so that they are more interesting, however these are not yet fully implemented. Children love imaginative play. For example, in the home area they play with items that interest them and set their own challenges. They play cooperatively together taking turns to 'wash the baby in the bath'. Staff know the children well and are confidently able to discuss their progress and activities they enjoy. However, children's interests in energetic play related to popular children's characters have not been fully explored to further extend some children's learning, such as embracing their imaginative thoughts and ideas, for example, their wishes to build a den. Occasionally noise levels in the pre-school can also be high. When this happens, staff redirect the children to active learning opportunities linked to their interests, such as, outdoor play or constructing models using bricks.

Children freely move between the various resources set out for them. For example, they enjoy playing with water and creating paintings using their hands, brushes and fruit to make prints. Children excitingly show visitors their work showing that they have good levels of self-esteem. Toddlers enjoy using musical instruments, such as shakers and drums. A nearby staff member skilfully joins in singing a favourite nursery rhyme. This shows good quality interaction and supports children's understanding of language. This contributes to children making connections in their learning. Praise and encouragement encourages them to take turns during their play and promotes their self-esteem. This supports their future learning and their personal, social and emotional development. Staff show that they are skilful in providing positive interactions with children. For example, toddlers nosily bang bricks on a table. A staff member intervenes and children are soon engaged in purposeful play and active learning. They jump up and down in delight as they discover how to successfully build towers. Good communication from staff introduces new words to their vocabulary.

Pre-school children enjoy exploring resources set out for them and demonstrate that they

are effective learners. They use scissors to cut paper and card and delight in mastering this skill. New children to the room excitedly say 'look, I'm cutting'. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. All children enjoy music and movement sessions and happily sing songs they have learnt. This promotes children's language skills and helps children to take part happily in large group activities. Baking introduces children to a concept of numeracy skills, such as weighing and measuring. For example, they enjoy making cheese scones for tea.

Staff use simple sign language and gestures with all children. This helps younger children and those with English as an additional language, understanding. Key words used by children are obtained during the settling-in process and are used during the day. Pictures of routines are displayed along the stairwell and in the corridors. Staff are in the process of developing pictorial time lines in all rooms so that children can see what will be happening next. Overall, children are developing a range of skills to aid their readiness for the next stage in their learning, such as, starting nursery or school.

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

Children enjoy warm relationships with the staff. A secure key person system is in place. Transitions are effective and well organised to ensure good continuity of care. Those who are new to the nursery are helped to feel settled and secure as staff take time to ensure they are familiar with their routines, likes and interests. Adults who are familiar to the children always ensure they are close by to offer reassurance and support. Babies smile broadly when adults talk to them, showing close attachments. Children transferring between rooms show good levels of confidence and enjoyment as they join in with adult-guided activities and free play. The patio doors between the outdoor area and the toddler room contributes to the smooth transition of younger children. In addition, arrangements are made for their key person to move with them so children settle in quickly and information can be effectively shared. This supports children's personal, social and emotional development.

Children show familiarity with routines, happily washing their hands and sitting at the table ready for meals. They independently help themselves to water from the water fountains when they are thirsty. Younger children are also provided with drinks regularly to quench their thirst. The temperature of the children's play rooms are carefully monitored through the air-conditioning system. This ensures that they are comfortable to rest, sleep and play throughout the day.

Meals are healthy and nutritious and are freshly prepared on the premises by the long term cook. Staff sit with the children during meal times and encourage children to develop healthy eating habits and good social skills. Dietary needs are well known and any specific issues, such as weaning preferences and children's preferred eating habits and preferences are sensitively discussed with parents, so they do not go hungry. Children's welfare is given a priority. If children are unwell, they are reassured and carefully monitored. Parents are kept well informed so that the best decision can be made related to the child's needs. As a result, there is a good continuity of care between parents and

the staff who care for their children.

Children are helped to be caring towards each other so that they learn right from wrong. Staff praise children at all times and are encouraged to develop responsibilities. For example, they are encouraged to tidy away toys when finished playing with them and help to lay the table for meals. This promotes their self-esteem. Their behaviour is closely monitored so that positive steps can be taken to address any issues promptly. For example, advice is sought from other professionals and effective communication with parents means that children's needs are effectively met.

Children benefit from fresh air and daily exercise in the outdoor areas. Staff have successfully devised a rota so that all children have access to the outdoor areas during the day. Staff count children in and out of the play areas to ensure that they have all children with them. Children are always with a staff member when outdoors. During this time they enjoy riding trikes and cars. They negotiate space and their friends so that accidents can be avoided. Staff are vigilant in recording any accidents, these are linked to the nurseries risk assessments so that any necessary amendments can be made. Parents are always informed of any accidents occurred and the treatment provided. This means that children's welfare is protected.

Staff take steps to bring varied resources outdoors, such as an easel with chalks and a sand tray so that children have a varied range of experiences when outdoors. Children are learning how to keep themselves safe as they demonstrate that they understand safety rules within the nursery, such as holding onto the rail banister when using the stairs. In addition, they learn about road safety during outings to the railway station to see the trains.

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

Well established and effective procedures are in place for safeguarding children's well-being. All staff are fully aware of what to do should they have concerns about children in their care. Children play in a safe environment and staff are aware of the need for close supervision of children when they go to use the outdoor play areas. Risk assessments are thorough and any issues highlighted are carefully discussed and monitored. Any changes necessary are quickly implemented so that so that children are safe and secure. In addition, security cameras provide excellent reassurances for the monitoring of all areas to ensure children are safe at all times. The provider is aware in what circumstances to notify Ofsted of any significant events.

Robust recruitment procedures are followed to ensure all those working with children are suitable to do so. Regularly appraisals, staff supervision, monitoring of rooms and clear induction systems contributes to the identification of training needs. This is well supported and some staff have undertaken further early years qualifications. This has a positive impact on children's learning and development. There have been recent changes to the staff team. They are well supported so that they are clear about their roles and

responsibilities. Most staff have first aid training and regularly update their safeguarding training.

The provider is very well-organised. Since the last inspection, all children including babies frequently play outdoors. This supports their interest in the world around them. In addition, the baby room has been re-organised so that it offers a welcoming and stimulating area for children's learning and development. The provider and the manager have a clear understanding of the strengths of the team and know their developmental needs well. The day to day manager is well supported and a clear senior staff structure is in place to monitor the nursery and children's needs. Staff work well together and have a clear vision for the future, such as the development of more low-level storage units so that easy access to resources is further promoted. The senior management team carry out effective monitoring. All staff, parents and children contribute to this process. In addition, time is provided so that staff can carry out detailed reflection on each area of learning and the quality of teaching that they deliver. This enables staff to purposefully look at their own training needs and to plan effectively for the children's learning and development.

There are good relationships with parents and others involved in children's care and learning. For example, the nursery works in partnership with other agencies to support children's progress so that early intervention and support can be effectively provided. They also work closely with other professionals who offer advice on how to develop the nursery further. This shows that there is a commitment to continuous improvement. In addition, there are plans in place to develop a parent's forum so that they can further support the nursery in the care and education of their children. Any concerns made by parents are taken seriously and fully investigated so that they can be reassured and views accommodated. Partnerships with others involved in children's care and learning are good. All documentation including policies and procedures are frequently reviewed to ensure they are up to date and reflect current requirements. Parents are provided with details of these along with a wide range of information, including the illness policy. In addition, they receive regular information about the operations of the nursery and the impact to their 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	EY367669
Local authority	Hertfordshire
Inspection number	935355
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	122
Name of provider	Boys & Girls Nursery (Watford) Limited
Date of previous inspection	07/10/2008
Telephone number	01923 247800

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Type of provision

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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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