

# Warren Dell Primary School

## Nursery

Warrendell School, Gosforth Lane, WATFORD, WD19 7UZ

### Inspection date

03/10/2013

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

- Children enjoy a range of interesting and stimulating experiences indoors and outdoors, planned by staff. 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 make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.

#### It is not yet outstanding because

- There is scope to extend opportunities for those children who speak English as an additional language to view and use their home language in the nursery.
- Opportunities to develop independence skills for children are not fully explored.

## **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 indoors and outdoors.
- 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 manager, staff and parents at appropriate times throughout the inspection.

## **Inspector**

Clair Stockings

## Full Report

### Information about the setting

Warren Dell Primary School Nursery was registered in 2013 on the Early Years Register. It operates from Warren Dell Primary School which is situated in South Oxhey, near Watford, Hertfordshire. The facilities are accessible to all children and there is an enclosed area available for outdoor play.

The nursery operates term time only on Wednesday, Thursday and Fridays from 9am to 12noon. The nursery provides funded early education for three year old children and there are ten children on roll. The nursery supports a number of children who speak English as an additional language.

There are three members of childcare staff and includes the pre-school leader who is a qualified teacher and the deputy who has a Level 3 early years qualification.

### What the setting needs to do to improve further

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

- develop further opportunities for those children who speak English as an additional language to view and use their home language in the nursery
- develop the independence skills of children further by giving opportunity for them to help prepare the food and pour their own drinks at snack time.

## Inspection judgements

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

Children flourish in this warm and welcoming nursery and make good progress in all areas of their 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 learning and development requirements. They know the children very well and talk in detail about their strengths and areas for further development. Staff record children's development in learning journals. They make effective use of these to plan and provide relevant experiences to meet the individual learning and development needs of all children. Staff gather detailed information from parents about their child when they first attend. This provides a clear picture of children's capabilities so they can support them as soon as they attend. Staff plan activities and opportunities together as a team, taking into consideration the children's interests and ideas. Staff have daily discussions with parents

to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's early education.

Rich experiences and resources which cover all seven areas of learning and development are on offer both indoors and outdoors. Staff organise the playroom and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. However, there is scope to extend opportunities for those children who are learning English as an additional language to view and use their home language in the nursery so that they feel it is valued. Children play outdoors 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 equipment to support all areas of learning is readily accessible for children to self-select.

Staff promote successfully the communication and language skills of all children, including those learning English as an additional language. For example, children enjoy sharing their favourite storybooks with staff and their friends, which helps to promote their early enjoyment of books, a useful attribute for when moving on to school. Staff engage actively in conversations with the children about the pictures they see, and give them time to initiate discussions from shared experiences, such as talking about their favourite flavour of ice cream. Children use different tools for making marks to practise early writing skills. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, whilst playing with dough, staff encourage the children to talk about the colour, shape and size of the pieces they are using. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for their next stage of learning.

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

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, children settle swiftly to an activity of their choice and confidently seek assistance and reassurance, if needed. Children share a warm relationship with their key person and other staff, who are kind and gentle towards them. They explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Staff gather good information from parents about their child's care needs and effective settling-in routines help children create strong bonds with staff. As a result, all children form secure emotional attachments to staff, confidently seeking them out for reassurance when needed. These good relationships also help to prepare children for future transfers, for example, to other early years settings and, later to school.

Children benefit from a warm, safe and stimulating environment. The well-resourced

playroom offers plenty of space for both table top games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children play freely in the outdoor play area or make good use of the host school's gym apparatus to allow for physical activity.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables are provided and children's individual dietary requirements are met. However, opportunities to encourage children to learn independence skills by helping to prepare the food and pouring their own drinks at snack time are not fully explored. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play.

Children's behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example tidying away toys and resources in preparation for snack. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

The provider has a good understanding of the safeguarding and welfare requirements. 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. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the caring and friendly staff team and the progress their children are making. They receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are fully met. Staff forge close links with the host school, to where the majority of children attending the nursery move. These links strongly support children's progress and development. Information sharing is effective and this eases children's move to other settings or on to school.

The 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. The manager has 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 continual development of the whole provision and are beginning to identify priorities for improvement. Evaluation takes account of the views of the manager, staff, the local authority advisor, parents and children. Parents' complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

## 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

<b>Unique reference number</b>	EY457452
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	909390
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Warren Dell Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 428 4571

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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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