

# Toddlers In Nursery School

St. Michaels Memorial Hall, Branch Road, ST. ALBANS, Hertfordshire, AL3 4SS

## Inspection date

01/10/2013

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's personal, social and emotional development is promoted well through regular praise and encouragement and they make effective bonds and attachments with staff and peers. As a result, they are happy, settled and behave well.
- Children's speech and language is promoted through regularly planned and spontaneous opportunities for them to speak and be listened to. Staff encourage children's communication and language through a range of open-ended questions, which encourages children to think further.
- Children's safety and overall well-being is encouraged because management use effective recruitment, induction and performance management systems to support staff in improving their knowledge, understanding and practice. Consequently, the safeguarding and welfare requirements are met.
- Partnerships with parents, carers and other professionals are effective in supporting children's progress. As a result, contributions to children's learning and development is consistent and interventions are determined.

### It is not yet outstanding because

- Children do not consistently have rich opportunities to make marks for different purposes to encourage them to experiment with writing.
- There is scope to enhance the educational programme so that it provides an exceptional range of rich, varied and interesting experiences for all children.

## 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 took into consideration the views of parents, carers and local childminders.
- The inspector spoke with the owner, manager, staff and children at appropriate times throughout the inspection.
- The inspector observed activities in the inside and outside areas of the nursery.
- The inspector looked at a selection of documentation and children's learning journals with photographs of children joining in with a range of activities.

## Inspector

Jo Rowley

## Full Report

### Information about the setting

Toddlers In Nursery School Ltd re-registered in 2013 and is on the Early Years Register. It is situated in a local memorial hall in St Albans and is privately managed. The nursery serves the local community and surrounding villages and is accessible to all children. It operates from the main hall and an additional room within the memorial hall and there are two outside areas available for outdoor play, including an enclosed decking area.

The nursery opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and 1pm until 3pm. There is an optional daily lunch club and children may attend for a variety of sessions, including the option to stay from 9.15am to 3pm three days a week. There are currently 70 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, or above, including one with Early Years Professional Status and one with Qualified Teacher Status.

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

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

- promote further opportunities for children to develop their early literacy skills in a range of activities and in daily routines, such as making lists or labelling their work
- extend the educational programme so that it provides children with an exceptional range of rich, varied and interesting activities and experiences.

## Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage. Using guidance they plan the educational programmes to ensure that children explore all aspects of the prime and specific areas of learning. Observations and assessments are used to monitor children's learning and development and to plan for their next steps. Through the effective evaluation of observations, assessments and planning, staff are able to see that most children are working comfortably within the typical range of development expected

for their ages. This means that they make good progress overall and their readiness for school is supported. However, there is scope to enhance opportunities for children to develop their early literacy skills by, for example, encouraging them to label their artwork. Activities and experiences are planned on a theme or topic basis and include a range of child-initiated activities, promoting individual choices. However, the educational programmes do not consistently provide children with an exceptional range of rich, varied and interesting activities to capture their imagination. For example, on occasions children explore a range of resources, which hold their attention for short, rather than extended, periods of time.

Children who speak English as an additional language and children with special educational needs and/or disabilities are making good progress. This is because staff are effective in promoting partnership working between staff, parents, carers and other professionals. As a result, good relationships with parents enable staff to settle children in to the setting, this ensures that children are consistently supported. Parents are asked to share everything they can with staff and they are fully encouraged to work closely together to support children consistently. As a result, staff are very knowledgeable of each child's starting points and are, therefore, able to plan effectively. Partnership working is well promoted, for example, parents complete home observations on their children to share with their child's key person. Additionally and more recently, the nursery has introduced a 'wow board' where parents are encouraged to share things that their children have achieved at home. Consequently, this is effective in promoting children's personal, social and emotional development through parent and staff praise and encouragement.

Children's physical skills are developing well through a range of resources and activities. For example, they have regular opportunities to explore large equipment, such as, scooters and bikes while in the outside area. Furthermore, they access sand, water and musical instruments on a daily basis on the enclosed decking area. Additionally, during specific times where children have free choice to move around the nursery they have opportunities to play with their friends or siblings and make choices for themselves. As a result, children's independence is promoted. Older children access a range of activities which promote their development in the specific areas of learning. For example, their understanding of maths is promoted as they use a range of specific resources, such as, number cubes and create large towers which they enjoy sharing with staff and peers. Furthermore, they have access to a range of scientific resources, such as, binoculars and calculators as well as a computer where they can access suitable games.

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

Children are happy, settled and enjoy their time at the nursery. They are warmly welcomed into the environment and are forming secure attachments with staff and effective bonds with their peers. The key person system is well organised in supporting children's overall well-being and staff communicate well with children. For example, as they move from one room to another within the nursery the key person will, where possible, move with them. This promotes children's personal, social and emotional development and, as a result, they settle into their new surroundings with ease. Additionally, as children move on to school, staff do what they can to talk about the

changes, which help children prepare. For example, through books or photographs as well as discussing expectations of school in general.

Children's behaviour is good because staff generally give consistent and clear boundaries which support their understanding of good behaviour. They are learning to play cooperatively as they take part in games which encourage turn taking and are developing good manners as staff promote this throughout the day. Partnerships with parents are encouraged as staff request parents inform them of their child's individual care needs. Their safety is well promoted because staff carry out routine risk assessments to ensure that the environment is safe. Furthermore, through discussion with parents the staff have recently changed the collection procedure by introducing a one-way system in the nursery. As a result, congestion is avoided and children learn about keeping themselves safe.

Children are given regular opportunities for fresh air and exercise and access fresh drinking water throughout the day. They learn about being healthy and enjoy a selection of fresh, nutritious snacks, such as, fruit and vegetables on a daily basis. Additionally, through topic planned activities children learn about being healthy. For example, children are currently learning about 'harvest festival'. During the planned activities children have access to a range of fruits, vegetables and bread as they develop their understanding of the process of growing and making these. Older children learn about self-care routines as they get ready for outside play and use the bathroom independently and are encouraged with nose blowing and using tissues independently. Additionally, staff are vigilant when ensuring that children's dietary and medical needs are known and managed. For example, staff ensure that a photograph of each child is placed with their medication. Consequently, children's health and well-being is promoted.

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

Children are well protected because all legal requirements of the Statutory framework for the Early Years Foundation Stage are met and all staff have completed additional safeguarding training. They are fully aware of the policies and procedures to be followed in the event of a concern being raised and are encouraged to refresh their knowledge on a regular basis. Staff suitability, including Disclosure and Barring Service checks, are completed on all staff and relevant references are requested. Ongoing training and supervision meetings are planned for all staff on a regular basis to ensure that they are effectively monitored and supported. As a result, children are protected and the safeguarding and welfare requirements are met.

The leadership and management of the nursery regularly monitor and evaluate children's learning journals, observations and progress. Through online tracking systems they are able to establish any gaps and ensure that these are narrowed through effective interventions. Since their last inspection, the whole staff team have worked hard to address and incorporate the new Early Years Foundation Stage. Effective self-evaluation means that staff are clear about where they need to improve and plans support their continuous improvement are shared at regular staff meetings. Strong partnerships with parents mean that the views of parents, carers and children are fully incorporated into the

settings self-evaluation. This has a positive impact on children because it means consistency is fully promoted.

Relationships with other providers delivering the Statutory framework for the Early Years Foundation Stage are good. Daily communication is promoted with local childminder's and information is shared which benefits children's overall care and well-being. In addition to this staff work closely with other agencies, such as, the local authority development workers and special educational needs co-ordinators to support children and their families. For example, meetings are planned which enable staff and other professionals to work together to improve the learning and development of individual 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

<b>Unique reference number</b>	EY461011
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	911521
<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>	70
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Toddlers In Nursery School LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01727 851267

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

