

# Places for Children

1- 3 Altham Gardens, South Oxhey, WATFORD, WD19 6HJ

<b>Inspection date</b>	31/10/2013
Previous inspection date	23/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in their learning because activities stimulate them and are linked to their interests and planning is individualised to meet their needs.
- Children are encouraged to be independent during the routines of the day. They are well prepared for their transitions within the nursery and with local schools.
- The staff team work very well together and this ensures that each child's needs are managed effectively. As a result, children continue to be settled and secure.
- The day to day management team of the nursery are very knowledgeable about their roles and responsibilities. They work closely with the staff team to continually improve the quality of the provision to support children's learning.

### It is not yet outstanding because

- Visual aids are not consistently used with children or displayed at their level so that younger children and those with English as an additional language are able to always express their preferences and make decisions about routines and activities.
- Resources to further develop babies' and toddlers' rapidly emerging physical skills, such as standing, walking, balancing and climbing, are occasionally, not easily available indoors.

## 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 activities in all rooms and the outside area.  
The inspector sampled children's assessment records and planning documentation,
- checked evidence of suitability and qualifications of staff working with children and looked at some written policies.
- The inspector carried out a joint observation of the outdoor area with the manager.
- The inspector spoke to the children, engaged in their play and took account of parents' views who were spoken to on the day.

## Inspector

Maura Pigram

## Full Report

### Information about the setting

Places for Children was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in South Oxhey, Hertfordshire. It has been managed by the Co-operative Childcare Company since 2012. This nursery is one of 50 nurseries managed by them. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 20 members of child care staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 2 and one at level 6. The nursery also employs eight regular bank staff. Of these, five hold level 3 qualifications in early years. The nursery also employs a cook and a cleaner.

The nursery opens Monday to Friday, all year round apart from bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 75 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 a number of 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:

- develop the use of time-lines, pictures and photographs showing familiar events, objects and activities so that younger children and those with English as an additional language can be even further supported and express their preferences, thoughts and feelings about the activities and their play opportunities
  
- provide even more indoor opportunities for babies and toddlers to practise their emerging skills, such as walking, balance and climbing so that they develop increased independence in physical activities.

### Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They are, mostly, well qualified and provide an interesting range of activities based on

children's interests. As a result, children are busy and engaged so that they make good progress in their learning and development. Positive steps are in place to ensure that children's starting points and capabilities are well known. Staff closely monitor and assess children's progress, including the two-year-old progress check. These observations and assessments are effectively used in the detailed planning. Parents contribute to this by sharing 'wow moments' of their children's achievements at home. As a result, activities are stimulating and meaningful to children and parents are involved in their child's learning.

Babies and younger toddlers are well cared for. Staff are very attentive to their needs. For example, staff caring for babies and young toddlers get down to their level, make good eye contact and use their voice and touch to communicate with them. Songs and rhymes are well used to help children in their language development. The children respond happily to this positive interaction. The use of good quality family photograph books supports babies' personal, social and emotional development well. In addition, staff ensure children can easily access their comforters from their individual storage boxes. Resources in the baby room are of good quality. Children enjoy exploring the sensory resources and using the purpose built sand container. They can practise some physical skills, such as pulling themselves up on low-level furniture. However, resources to further promote skills, such as balance and walking are not always consistently available so that children can develop these very good skills even further.

Older toddlers show an interest in an interactive toy which plays music and are inquisitive about how this operates. New words and ideas are introduced by the good quality staff interactions. This supports children's listening and speaking skills as they copy what they have heard. The children persevere in their learning, resulting in them independently using the equipment. This promotes their personal, social and emotional development. They have great fun joining in the songs and learning how to use the attached microphone. They copy words expressed by the staff member and this supports children's emerging language development. In addition, good quality staff interactions help children to learn about the wider world. They actively involve children in the recent award related to conserving energy. For example, young children know that batteries and containers can be recycled at the nursery. Some children who now attend school visit the nursery, they say 'came to recycle my batteries'. This means that children are active learners.

Staff use simple language and gestures with children who require additional help in developing their language skills, including those with English as an additional language. This contributes to helping children understand. Key words used by children are obtained on entry and staff refer to these during the day. However, staff have not fully explored other ways to support some children's understanding. For example, visual aids to show the routine of the day are not used to help children know what happens next. During routines and activities, props, pictures and real-life objects are not consistently used or easily seen by children. This means that further opportunities to promote children's very good understanding of language are not as effective as they could be.

All children enjoy exploring and investigating the interesting learning environment. They have lots of opportunities to play with what interests them and set their own challenges. Staff are quick to follow children's leads, such as younger children's interest in wildlife. They use this interest to help them to dig in the garden, collecting small creatures as they

do so. This captures children's imagination and provides opportunities for lots of discussions and creative activities. For example, older children join in and decide to create models of food to feed the collected wildlife. They use a range of tools and concentrate on their work. They explain what they are doing to the attentive staff member. Good use of open-ended questions help children to extend their thinking and make links in their learning.

Older child's interest in den building extends to include all the children in active learning. They gather materials they need, think about what they will do and work cooperatively together to complete their project. They problem solve as they go, clearly demonstrating the characteristics of effective learners, which prepares them well for future learning. Children's early reading skills are developing well. Staff encourage toddlers and pre-school children to recognise their names in preparation for the next stage in their learning. Some children can recognise their friends' names and they readily share books with their friends.

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

Children are happy and secure. The key person system is well embedded and there is a buddy key person system in operation. This means that children's individual needs are well known and can be effectively met at all times. Parents are complimentary about the bonds their children have with staff. For example, they say, 'my child loves the staff, they are really good' and 'my child is always asking if it is nursery day'. Staff work closely with parents to discuss children's routines, such as sleep, food preferences, dietary and medical needs. As a result of information gained, staff can mirror home routines so that children settle easily. This means there is an effective continuity of care between parents and children's individual needs are met.

Transitions are effective and well organised to ensure good continuity of care. For example, when children move rooms their key person accompanies them on visits. Information is shared with their new carers. This helps children remain settled and secure. In addition, staff effectively use link books between provisions where children attend. This contributes effectively to supporting children's personal, social and emotional development and their needs are effectively shared. The nursery also has a good system in place to help assist children who are due to move to the next stage in their learning. For example, they have pictorial books, which show children their new schools. In addition, children can practise dressing in school uniforms. This contributes to smooth transitions when children start school.

Meals are prepared on the premises by the cook and they contain fresh ingredients and the preparation of these fosters good hygiene procedures. Staff are aware of children's dietary needs and preferences. Since the last inspection opportunities to support children's independence are effectively promoted. For example, older toddlers and pre-school children are encouraged to pour their own drinks. They happily make choices and serve themselves during meal times. Staff sit alongside the children, encouraging good social skills. They discuss the food they are eating and the benefits to the children. This supports children's understanding of healthy living. In addition, the growing of vegetables, such as

pumpkins, provides further opportunities for discussions about healthy living. Older children manage their personal care very well. Staff give them tailored support so that they can be as independent as possible. For example, they give time and space for children to manage their own coats and shoes.

Babies and younger toddlers care needs are well met. For example, they can sleep or rest according to their individual needs. Staff check them regularly to ensure that they are comfortable and settled. Staff sit with the babies and toddlers offering support as necessary. They are very aware of children's individual development regarding weaning. For example, babies are provided with spoons so that they can develop their independent skills, such as feeding themselves. Babies reach out for their cups of water or milk. These are clearly identified by having individual photographs of each cup. This effectively promotes young children's independence.

Children behave well because staff are meeting their needs and interests very well. Close and effective monitoring of any episodes of behaviour and incidents ensures that any concerns can be addressed quickly. There are clear rules in place and children demonstrate that they understand these. For example, children confidently negotiate stairs either to their playroom or outdoors, carefully holding onto the handrails. As a result, they develop a good understanding of personal safety.

### **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. Secure procedures are in place to ensure that any concerns regarding children's welfare are taken seriously and thoroughly investigated. Children's safety and welfare is given a priority and the close monitoring of staff and the identification of training needs positively contributes to this. Training needs of staff are also given a priority and these are quickly addressed when necessary. For example, all staff attend refresher safeguarding training so that their knowledge and skills are up to date. As a result, staff are fully aware of what to do should they have concerns about children, this includes notifying outside agencies. The detailed safeguarding policy is reviewed regularly and is implemented throughout the nursery. All other policies, including the complaints procedure, are also reviewed regularly to ensure they contain all necessary details. Parents are notified of any changes to these so that they are well informed. The provider is aware in what circumstances to notify Ofsted of any significant events.

Recruitment and vetting procedures are thorough and ongoing suitability is monitored to ensure that all those working with children are suitable to do so. All staff participate in a detailed induction period so that they are clear about their roles and responsibilities. Staff undertake regular risk assessments for all areas used by the children and this creates a safe environment for them to play in. Most staff have first aid training and they understand the importance of completing accident records and informing parents of the incident. The records are regularly monitored and reviewed so that any necessary changes

can take place so that children can play safely. All visitors to the premises have their identification checked and they sign the visitor record book.

The acting manager has a good knowledge and understanding of how to implement the requirements of the Early Years Foundation Stage. She and the staff are enthusiastic, motivated and committed to providing a high quality service to children and their families. The educational programmes are carefully monitored to ensure a varied range of stimulating activities linked to children's interests are provided. Staff also observe each other and provide constructive feedback on how improvements can be made to benefit the children. This also contributes to the good monitoring that takes place. Staff are, mostly, well qualified and experienced to support children's learning and development. They are good role models to those who are on training programmes to increase their qualifications. Appraisals are in place and training is identified to ensure children benefit from trained and motivated staff.

Self-evaluation takes into account the views of staff, children and their parents. There is a strong drive to build upon the nursery's existing good practice. For example, each base room have set themselves specific development plans to further support children's learning and development. Since the last inspection, staff ensure that they challenge children during all aspects of their day, such as daily routines. Plans for progression are well known. For example, there is a focus on developing the outdoor area further so that children's learning is enhanced.

Staff work well in partnership with parents. For example, they provide relevant advice and support about their children's welfare as and when necessary. In addition, detailed newsletters provide a wealth of information about the organisation of the nursery. Parents comment positively about the nursery, stating that their children settle easily and their 'language has increased' since coming to the nursery. A detailed information pack is provided to parents on registration. This explains the ethos of the nursery, including information about their recent 'Eco Flag' award. Partnerships with other providers are effective to support children's learning and development. For example, teachers are invited from the local primary schools to visit the nursery. This provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

### **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

<b>Unique reference number</b>	EY278043
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	937041
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Places For Children Ltd
<b>Date of previous inspection</b>	23/02/2011
<b>Telephone number</b>	0208 421 7500

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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.

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.

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