

2 Jays Nursery

5th Potters Bar Scout Hut, Mutton Lane, Potters Bar, Hertfordshire, EN6 3BS

Inspection date	14/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 are happy as staff provide a warm and caring environment. This helps children settle quickly because of trusting relationships developed between them and their parents.
- Children make good progress in their learning and development because staff ensure resources and activities are relevant to children's interests.
- Children have good relationships with the staff who provide a safe and secure environment for them. Safeguarding policies and procedures are implemented effectively. This contributes to ensuring children's safety and welfare is protected.
- Purposeful discussions with parents and regular access to their child's assessment records means that everyone is well informed about children's progress.

It is not yet outstanding because

- There is scope to reflect the different ways children learn by extending the use of time-lines, pictures and photographs so that younger children and those with English as an additional language are able to express their preferences and make decisions about routines and activities.
- There is room to develop children's access to books so that children's interest in books is more sharply focused in promoting communication skills.

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 children's play and staff interactions during meal times, indoors and outside.
The inspector checked evidence of suitability and qualifications of staff working with children. She also sampled a selection of children's development files to ascertain children's progress.
- The inspector carried out a joint observation with the manager of the activities on offer during the session.
- The inspector obtained views of some parents and carers on collection of their children.

Inspector

Maura Pigram

Full report

Information about the setting

2 Jays Nursery has been in operation for a number of years. It was re-registered in 2013 due to a change of management on the Early Years Register. It is privately owned. The owner is also the manager. The nursery serves the local area and is accessible to all children. It operates from a Scout Hut in Potters Bar, Hertfordshire and there is an enclosed area for outdoor play. The nursery employs four members of childcare staff. They all hold appropriate early years qualifications at level 3.

The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 12pm Monday to Friday. On Tuesday, Wednesday and Thursday extended sessions are offered to 3pm. Children attend for a variety of sessions. There are currently 23 children on roll who are in the early years age group. There were 15 children present on the day of inspection. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the use of time-lines, pictures and photographs showing familiar people, events, objects and activities so that younger children can be further supported and express their preferences, thoughts and feelings about the activities and their play opportunities

- develop further the organisation of books so that they are attractive to children and they effectively support children's communication skills and provide fact and fiction books in all areas, such as the home area.

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 are experienced practitioners and have good knowledge and understanding of the Early Years Foundation Stage. They have a secure understanding of what children need to learn and how to challenge and support their learning through play. In addition, they spend lots of time directly with the children during their play. For example, staff teach children through small and large group activities and free exploration sessions. Therefore, children enjoy

the freedom to concentrate and become deeply involved in activities of their choice. For example, with no prompting they immerse themselves in drawing, writing and imaginative play. Good quality teaching means that children concentrate on their chosen tasks for long periods of time. For example, children concentrate deeply when they are drawing and making marks. Good staff interaction means that older children confidently discuss what their drawings represent and some show that they can write their own names. Younger children are supported in recognising letters of their name using name cards and phonic sounds. Books for children to enjoy are available. However, these are currently accessed in the cosy area from a box. This means that children are not easily able to see the books available to them during their play and in all the different areas, such as the home area. As a result, the promotion of this means of communication is not as sharply focused as it could be. Children enjoy music and movement sessions. During this time they confidently use musical instruments; they copy each other and follow directions from the musical CD. Younger children and those with special educational needs are well supported so that they too can be involved in the activity. At the end of the session children are given time to listen to their heartbeats. This promotes children's awareness of themselves and the impact of physical activity.

Children demonstrate that are developing good skills to aid their readiness for school. For example, during circle time children are encouraged to talk about the items they have brought in from home. This promotes children's self-esteem as they build confidence to speak in front of others. Staff use gestures and simple language to help children understand. This supports younger children and those with English as an additional language to understand. Key words used by children are obtained on entry and staff refer to these during the day. In addition, some staff have a basic understanding of some languages used by children and their families. However, staff have not consistently fully explored other ways to support some children's understanding, such as using time-lines, photographs, visual cues, pictures and real-life objects so that they can make further links in their learning. Children show good levels of concentration during activities. For example, they enjoy discovering how to create paintings representing a butterfly. One child happily exclaims 'there I done it', lots of praise follows. This promotes children's personal, social and emotional development. They particularly enjoy playing with a toy microwave and make models of food using playdough. Children play co-operatively together, they share tools and problem solve as they go along in their imaginative play of 'cooking sausages'. Staff know when to intervene and ask open questions to help extend their thoughts and ideas.

Planning is flexible and has been recently reviewed with positive impact. For example, children's changing interests are used in planning of activities. There is a strong partnership with parents and carers with a strong flow of information that ensures children progress and their welfare needs are well met. As a result, the manager and her staff plan effectively to support each child's development needs. In addition, new parents are invited to meetings to discuss the Early Years Foundation Stage and the impact this has on their children's learning and development. Parents share details about their children's learning outside of the nursery. Children's starting points are gained on entry. Further observations and assessments enable the staff to work closely with parents to meet children's individual needs. This means that parents are well informed and involved in their children's learning, the progress they are making and any additional assistance they need. The progress check

at age two is completed to ascertain children's achievements and this is also shared with parents.

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

Children feel happy and secure because the nursery establishes positive and trusting relationships with parents and children from the start. A key person system is well embedded and information about children is effectively shared amongst the staff. Clear documentation and discussions contribute to this. This means that all staff know children well and are able to support them as and when necessary. Transitions are effective and well organised to ensure good continuity of care. For example, when children are new, staff phase them in gently and reassure parents. Staff take positive steps to ensure children feel happy and secure. For example, comforters are easily available so that children continue to feel settled. All care needs are discussed on entry including dietary and health needs. As a result, there is a continuity of care between staff and the children's parents. Staff work hard together to create a welcoming environment where children are eager to explore and play with their friends. They set up the nursery each day carefully taking into account children's interests and stages of development. Children move around freely and independently select from the varied resources set out for them, such as sand, jigsaws and imaginative play items.

Staff work well together and adopt a consistent approach to children's behaviour. They praise children for their achievements, however small, and use effective distraction techniques to resolve issues. This promotes good levels of self-esteem and helps children learn how to treat each other with respect. This contributes effectively to preparing children for the next stage in their learning such as mixing with others when they start school. Younger children are helped to learn right from wrong through calm interaction, good deployment and consistent messages. Children's safety is promoted during the routine of the day. For example, during snack time children are reminded how to sit safely on their chairs. Outdoors, staff remind children how to keep safe. For example, they discuss how to ride their bikes safely up and down the ramp. This contributes to children learning about taking responsibility for their own safety and that of their friends.

Children learn good hygiene practices through everyday routines, such as, washing their hands before snack time. This is taken in small groups and a staff member always sits with the children. Children are encouraged to pour their own drinks into their individual cups and confidently ask for 'more milk'. Reminders about using the 'magic word' promotes children's social skills. At lunch times, staff encourage children to develop good eating habits, which promotes their good health. Staff know children's preferences and dietary needs and they work with parents to ensure healthy meals and snacks are provided. Staff take positive steps to support children to independently manage their personal care needs. For example, the bathroom has simple equipment so that children can easily use the soap and dryers to wash their hands. Nappy changes for younger children follow good hygiene procedures. Older children's independence is further supported during the changing of wellington boots to shoes following outdoor play activities. This helps in the preparation for future learning. There are good links with

nearby schools where children may attend so that transitions run smoothly.

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

The manager has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Positive steps are in place to ensure children's welfare is protected. For example, safe recruitment procedures ensure all those working with children are safe to do so. Regular discussions, appraisals and clear supervision means that training needs are discussed and supported. Most staff have recently attended training related to 'effective learning'. Following this they reviewed their planning and the layout of the sessions so that children are more fully involved in their play. This has a positive impact on children's learning and development. Staff are fully aware the importance of safeguarding children and the procedure to follow in the event of a child protection concern. They attend regular training to ensure their knowledge is up-to-date. Information about safeguarding is displayed on the entrance door and in the foyer area so that parents are aware of procedures followed to protect children. All policies and procedures are reviewed and these are shared with parents so they are clear about the nursery's practice.

This is the first inspection since re-registration. The manager has a good knowledge of the skills of her staff and they are effectively deployed so that children's needs are met. She works well with her deputy and they have a clear vision for the ongoing development of the nursery. For example, they are consistently working towards developing the outdoor area so that this space is beneficial to children's learning. There is an action plan in place which is supported by the Local Authority and is regularly reviewed so that this has a positive impact to children. The manager monitors children's assessment and planning to ensure their needs are well known. The overall monitoring of the nursery is an ongoing process. Views of staff, parents and children are included in the monitoring process and these are valued.

Staff work very well with parents and carers to ensure children's individual needs are met. For example, they are well informed about their children's progress and achievement on a regular basis. Support and advice is offered as and when needed so that there is a continuity of care and learning to benefit the children. Parents receive newsletters which provides information about what children are learning. They are also invited to coffee mornings to discuss the Early Years Foundation Stage and to special events, such as Christmas parties. Parent's comment that they are pleased with their child's progress and the care that they receive. They praise staff for the support they give to them regarding their children's development. The nursery is able to support children with special educational needs and/or disabilities. They have procedures in place to work closely with other agencies and professionals to support individual children as and when the need arises. There are no children attending who attend other provisions. However, partnership working is valued and the impact this can have on children's welfare and learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464460
Local authority	Hertfordshire
Inspection number	927925
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	23
Name of provider	Joy Kyriacou
Date of previous inspection	not applicable
Telephone number	01707 647829

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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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