

# Boys & Girls Nursery (Croxley Green) Ltd

Unit 5, Building 2, Marlins Meadow, WATFORD, WD18 8YA

<b>Inspection date</b>	07/01/2014
Previous inspection date	30/04/2013

<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 are making good progress as they are active learners who are absorbed in activities that interest and challenge them.
- Children form secure attachments with friendly staff who provide a caring environment for them. Secure procedures are followed to ensure all those working with children are safe to do so and this means children's safety is protected.
- The leadership and management are highly effective at monitoring children's progress and identifying areas to develop further. Staff ensure there are close partnerships with parents, carers and other professionals. This contributes effectively to meeting children's needs.

### It is not yet outstanding because

- There is scope to further develop the outdoor area so that so that it is reflective of the wide range of experiences offered indoors.
- There is room to enhance older children's opportunities to experiment with purposeful writing so that the teaching of this communication is more sharply focused.

## 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 spent time observing practice and interaction between staff and children. She spoke with them at appropriate times. She sampled some children's records and discussed planning and assessment to ascertain children's achievements.
- The inspector carried out a joint observation with the manager in the outdoor area and in the pre-school room.
- The inspector held meetings with the owner, the manager and the deputy. She saw evidence of suitability and qualifications of the staff and a selection of policies and procedures.
- The inspector obtained views of some parents and carers on collection of their children.

## Inspector

Maura Pigram

## Full report

### Information about the setting

Boys & Girls Nursery (Croxley Green) Ltd was registered in 2012 on the Early Years Register. It is situated in Croxley Green Business Park in Watford, Hertfordshire, and is privately owned. It is one of three nurseries managed by the provider. The nursery serves the local area and is accessible to all children. It operates from a refurbished office unit and there are enclosed areas for outdoor play.

The nursery employs 24 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and four at level 4. The nursery also employs a cook, a cleaner and a handy-man.

The nursery opens from Monday to Friday all year round, except for Bank Holidays. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 131 children on roll who are in the early years age group. There were 72 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:

- enhance the outdoor area so that it offers rich, varied and imaginative experiences for children that further promote all areas of their learning in the outdoor environment
- enhance older children's opportunities to experiment with purposeful writing so that the teaching of this communication is more sharply focused.

### 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. This is because staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. Practice is based on a secure knowledge of how children learn and develop. Activities are planned through a robust observation and assessment procedure. Children can independently select from a varied range of age-appropriate resources and a mix of adult-led and child-initiated activities. Staff engage with children effectively using a range of effective teaching strategies. For example, they use open questions when reading

stories to help children make connections in their learning. Staff caring for babies spontaneously sing songs and nursery rhymes. This effectively supports early communication skills. Babies giggle as they splash in water and help themselves to musical instruments delighting in the sounds that they make. Staff are close by at their level to make sure children are motivated and engaged in play. For example, at the home area which has taken on the role of a 'doctor's surgery' a staff member engages in older children's imaginative play. Children enjoy this very much, and they giggle and proceed to make their 'patient' better. They invite the response of staff who extends their thoughts and ideas. This supports their social interaction as the children discuss with each other what they will do next. They problem solve as they go along in their play and co-operatively share ideas. This means that they clearly demonstrate the characteristics of effective learners. Children of all ages, including babies, have opportunities to be creative. For example, babies enjoy experimenting with painting rollers, toddlers experiment printing with vegetables and older children have a varied range of tools to practice their creativity. Children experiment with sand, use chalks and brushes and make blobs and circles. This contributes to developing children's early writing skills. However, opportunities for older children to write for a purpose, such as, taking notes or making appointments in the 'doctor's surgery' have not been fully explored. Staff ensure all children have the opportunity to play outdoors on a regular basis. Older children enjoy running, constructing towers, riding bikes and can negotiate space well. This promotes children's physical development. However, other areas of learning are not covered as well in the garden. Provision for babies is better. For example, they enjoy exploring resources set out for them, such as musical instruments and interactive toys.

Children have many opportunities to develop their personal, social and emotional development. They learn how to share toys and practitioners intervene where necessary to support children's understanding of cooperative play. This contributes effectively to aiding children's readiness for school. In addition, they take part in group activities, such as singing, dancing and fun French classes. Older children are able to independently select resources, such as books, jigsaws, scissors and imaginative play items such as dressing-up clothes and dinosaurs. All activities are supervised to ensure children are safe at all times when selecting resources to use, such as scissors. For example, a staff member is deployed close to the craft area so that children are supervised and are offered support as and when needed. Staff show high regard to promoting inclusion for all children. They offer good levels of support to children, who have special educational needs and/or disabilities. For example, advice is obtained from professionals and this is implemented with positive effect. In addition, staff attend relevant training courses related to specific needs. This means that all children make good progress in their learning.

Children's starting points are gathered on entry from parents through discussion and the comprehensive welcome pack. Children are further observed and assessed and their next steps are identified. This provides a detailed picture of children's needs and interests and these are used effectively to plan purposeful activities. Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. Observations include the progress check at age two to confirm all children reach their expected outcomes. Summaries of each child's progress are regularly shared with parents so that any additional support can be quickly sought. All children's progress files are easily available for parents to view and parents contributions to planning

regarding children's achievements at home are welcomed. A wealth of information is available to parents through leaflets, noticeboards, e-mails and the nursery's dedicated social media site. Therefore, parents are well-informed and involved in the operations of the nursery and the progress their children are making. Parents and carers comment that 'the staff are wonderful' and that their children 'love coming to nursery'.

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

On arrival children are greeted warmly by the attentive staff who know each child well. As a result, close bonds and attachments are made and children are emotionally secure. There is a secure key person system in place. They support families and share information about their children on a daily basis. This means that children's individual needs are well-known and can be effectively met at all times. This contributes effectively to the settling-in process and helps to support children in the transition between home and the nursery. Children's routines, such as sleep, food preferences, dietary and medical needs are discussed on entry and throughout children's time at the nursery. As a result of the information gained, staff can mirror home routines so that children settle easily and their well-being is fully supported. This means there is an effective continuity of care between parents and children's individual needs are met. Children moving between rooms are well-organised so that children settle into their new environments easily. For example, regular visits between rooms take place and information about each child is exchanged between key workers. This ensures that children remain settled and happy. As a result, children's personal, social and emotional development is supported. Staff caring for babies are very attentive to their needs so that they settle easily and form secure attachments. For example, staff speak soothingly to babies. They reassure and comfort them as necessary. Parents report that their children settle very easily and staff keep them well-informed about their children's care routines.

Children behave well because they are busy and engaged. In addition, there are clear boundaries in place, such as not running indoors. Good staff interaction enables children to develop skills to resolve any slight squabbles during their play. This means that they develop skills for the future and learn right from wrong. Any issues regarding behaviour are discussed with parents and external advice from other professional is obtained as necessary. Information gained is effectively implemented so that children gain any extra guidance and support they need. Children's safety is promoted throughout the day. Children keep themselves and their friends safe by helping to sweep up the sand and tidy away toys when they are finished playing with them. In addition, they are reminded how to use all the resources safely. Outdoors, children are careful not to bump into each other when playing chasing games. This demonstrates that they are gaining an awareness of their own safety and that of their friends.

Children enjoy being in the fresh air during play in the enclosed garden areas. They develop their coordination as they run around and play outside. Babies freely crawl indoors and outdoors and suitable floor coverings ensure this is comfortable for them. Resources, including treasure baskets for younger children, are easily available. Children are provided with healthy and nutritious meals. These are freshly prepared on the

premises. During mealtimes staff sit with the children promoting good social skills and support as and when needed. Older children's independence is encouraged. For example, they serve their own food and pour their own drinks. Older toddlers are introduced to this so that they too can master independent skills. Babies are well-supported and encouraged in developing good eating habits. Weaning and dietary needs, such as allergies, are well-known. Good staff deployment ensures that no children are offered food that they are not allowed to have. Children are encouraged to develop independence in their personal hygiene and self-help skills. They wash their hands before snack and lunch and older children are encouraged to put on their own coats and shoes. This promotes their self-esteem.

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

This inspection was brought forward due to Ofsted's recent investigation of concerns regarding children's supervision, risk assessments, information for parents and staff deployment. The inspection found that the provision was meeting the Statutory framework for the Early Years Foundation Stage requirements that the concerns related to. Children play in a safe environment and are supervised according to their ages and stages of development. Staff show a clear understanding of the need to ensure children do not come to any harm. Positive steps are in place to ensure ratios are always met and staff are well-deployed. For example, the manager and room leaders frequently check rooms to ensure children's needs are met. The manager is supernumerary and the owner is frequently onsite to provide support and guidance as necessary. Risk assessments are thorough. Any issues highlighted are fully investigated and any changes necessary are quickly implemented so that children are as safe as possible. This contributes to the protection of children's well-being. The provider is aware in what circumstances to notify Ofsted of any significant events. Effective procedures are in place for safeguarding children's well-being. For example, staff attend regular safeguarding training to ensure their knowledge is up-to-date. Staff demonstrate a secure knowledge of procedures to follow if they have any concerns about children or those caring for them. Safe recruitment is followed and vetting procedures ensures adults working with children are suitable to do so. Some staff, such as room leaders are highly qualified. This has a positive impact on the monitoring of children's learning and development. Clear supervision by the manager and regular appraisals means that any issues and training needs are quickly discussed and supported.

The provider, manager and staff show that they have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They monitor the children's learning very well and training needs are well-known. For example, some staff are working towards further childcare qualifications. Overall monitoring of the nursery is an ongoing process. Views of staff, parents and children are included in the monitoring process and these are very welcome. Plans for the future are well-known. For example, the nursery is currently working towards achieving a recognised award for good quality service. Each room has an action plan and this is regularly reviewed so that children's learning and development are supported and improved.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Parents are well-informed about the procedures and the day to day operations of the nursery before their children start. For example, they are provided with detailed information about policies and procedures. This includes information about how children learn and the complaints procedures. Information is continually shared and exchanged about children's care, both verbally and through children's developmental records. Any concerns raised by parents are taken seriously and fully investigated so that they can be reassured and their views accommodated. For example, meetings are organised with the manager and the owner. This ensures the best way forward for all parties can be implemented. Partnerships with other agencies involved in children's care and learning are good. For example, professionals visit the nursery to provide advice and guidance to staff so that they can meet all children's individual needs. Since the last inspection, the nursery has developed partnerships with teachers from children's proposed schools. They visit the nursery to meet their new children and staff read relevant stories related to starting school. This contributes to smooth transitions in the next stage of children's 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

<b>Unique reference number</b>	EY453209
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	949047
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	131
<b>Name of provider</b>	Boys & Girls Nursery (Croxley Green) Ltd
<b>Date of previous inspection</b>	30/04/2013
<b>Telephone number</b>	01923 604830

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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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