

Boys & Girls Nursery (Watford) Limited

Central Hall, Loates Lane, WATFORD, WD17 2PA

Inspection date	28/02/2014
Previous inspection date	13/09/2013

The quality and standards of the early years provision	This inspection:	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 happy at the nursery and make good progress in their learning through well-planned, interesting activities and a welcoming environment.
- Pre-school staff's enthusiasm for storytelling and singing makes song and story times fun and enjoyable, and helps children fully participate through listening, speaking and signing.
- The nursery is highly successful in encouraging an effective partnership with parents, engaging them fully in their children's development and learning.
- Safeguarding is given high priority within the nursery, with appropriate procedures in place to ensure that staff have a thorough understanding of their responsibilities.

It is not yet outstanding because

- There is scope to review the consistency of key person staff who scrutinise and assess children's progress in the younger children's rooms, to fully support the otherwise high level of practice that is sustained throughout the nursery.
- Some daily routines are not managed as well as possible, leading to children's attention occasionally being disrupted as staff are noisily tidying up.

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 and the interactions between children and staff in the playrooms and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the provider, the manager of the nursery and the area manager.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

Boys & Girls Nursery (Watford) Limited was registered in 2008 and is on the Early Years Register. It is one of three nurseries managed by the provider and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted building in the centre of Watford, Hertfordshire. Children have access to enclosed outdoor play areas. The nursery employs 23 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, six at level 2, two at level 4 and one at level 6.

The nursery opens Monday to Friday all year round, apart from Bank Holidays. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 122 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance high quality learning experiences for all children by scrutinising more closely the effectiveness of the assessment and tracking processes, in order to fully support and challenge individual children's learning and development when, on occasions, the key person is not present

- enhance the opportunities for children to listen attentively by keeping background noise to a minimum.

Inspection judgements

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

The staff have a secure understanding of the Early Years Foundation Stage and about how children learn through play. Staff ensure that there is a wide range of activities that cover all the areas of learning. Young children show a sense of achievement and pleasure as they experiment with paint and complete a painting to take home. Older children often take a photograph of any complicated model they build or put it to one side in order to share with their parents. This helps children to be well motivated and eager to learn. Staff effectively support children learning English as an additional language. They use a pictorial timetable to help children understand the routine and they encourage parents to provide a few words in children's home language. This helps staff understand children's emerging speech. Staff support children to value their home language as parents are urged to write

labels for the displays of children's work in their languages.

Staff are skilled and effective teachers. They provide exciting activities to interest children so they are fully involved in their play. This enables children to be ready for the next stage of their learning and eventually for school. Baby room staff sit closely to the children, offering them their favourite toys and close eye contact. They talk quietly, repeating their words clearly and slowly to help babies' emerging speech. Toddler room staff support children's emerging physical development very well. Children squeal with laughter as staff are enthusiastically involved in games of chase. Staff support children to learn new skills to help them succeed in catching a ball by standing close and giving gentle instruction of how to put out their hands in order to catch. Pre-school staff help children to speak with confidence in a large group as they have developed a 'talking stick'. Children take turns holding the small stick they decorated themselves and when it is their turn to hold the stick they say their names and greet their friends. Pre-school staff enthusiastically lead an exciting story time. They tell a familiar tale in an animated fashion. They use hand gestures and all children are enthralled as they take part in the regular refrains. Staff effectively judge the needs of the children and introduce very active songs to allow children to get up and move around so they are not sitting too long. Children take part in number songs, and this helps them quickly gain the concept of taking one away and how many are left. Children are then ready to sit and listen to a story that they have chosen. However, their concentration is not fully promoted when staff clean the room noisily around story time. This does not consistently encourage children's to build their attention skills.

Parents meet with the child's key person before their child starts at the nursery, which means children's starting points are quickly identified. Staff thoroughly observe, assess and use this information to make detailed plans to aid children's continuing progress. However, on occasions, in the younger age rooms, there is less consistent scrutinising of children's progress when the key person is not present. Therefore, some gaps in children's learning are not always fully targeted with highly effective activities to help children's development. Staff undertake a detailed review of children development and progress every six months. This also forms part of the progress check for children at age two. Parents are fully informed of and involved in these reviews and are encouraged to take home their child's learning records, which contain observations of their child's achievements, the next steps and delightful photographs of the child at play. This helps support children's learning at home.

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

The nursery effectively helps to support children's well-being. Children settle quickly and are happy and secure. Parents are encouraged to bring their children for several visits before leaving them, and this enables staff to get to know the children and their individual needs very well. Staff support parents to have confidence in leaving their child for the first time and they are happy for parents to ring and check their child is settled. They give parents the option of watching their child using the nursery's closed circuit television before they leave the building. Children develop a strong sense of belonging as staff ask parents to provide family photographs to display in the book area. Children delight in

looking through these photograph books and are eager to show their friends. Each key person changes their own key child's nappies, and every time a child moves up to the next room their key person accompanies them for several visits so that children are very well emotionally supported at times of change. Children are encouraged to behave well. Staff are sensitive, giving praise and guiding children to be gentle and to make friends. They quickly attend to any upset children, handling them appropriately to give comfort and support. Staff sensitively explain to children the consequences of their actions, such as holding scissors correctly, so they are learning to be safe. The pre-school room encourages children to think and talk about their emotions, and has a star chart scheme that rewards children with a certificate and the opportunity to take a nursery book home when they reach a total of 10 stars. This results in children being eager to cooperate and show consideration for others. Staff give children a suitable warning by showing them the sand timer before expecting them to help to tidy away for tea. This helps children to learn to take small responsibilities and allows them time to complete activities to their satisfaction. This helps children to follow simple routines and become emotionally ready for school.

The environment is well resourced for children to independently choose their play materials. Staff make good use of the outside areas, including a small paved area at the front of the building, to develop children's imaginative skills as they can experiment with various materials on a larger or more active scale. For example, children explore the properties of shredded paper in the damp and windy weather. Children are able to independently visit the toilet and to wash their own hands, with only as much aid as is individually required, as the toilets are adjacent to the playrooms. Children are encouraged to find and put on their own coat before going outside, and staff guide them to serve their own lunch and pour their own drinks. This effectively supports children to develop independence in their self-care skills.

Children learn about healthy living as they move confidently around the building. Younger children play energetically outside and older children learn to climb the stairs confidently and with control. This helps children learn to take risks without being fearful. Children enjoy healthy and nutritious meals that are attractively presented and served in sufficient amounts. They enjoy new tastes, and individual needs and preferences are well catered for.

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

The nursery management gives a high priority to safeguarding children and to provide a safe and secure environment for them to play and learn. Nursery staff are a well-trained team and know the importance of safeguarding children. They are confident to report their concerns and know how to recognise signs that children may be at risk so that their welfare is safeguarded. All new staff complete an e-learning module on safeguarding shortly after starting at the nursery, and this ensures they are quickly prepared for their role in protecting children. Staff ensure that the premises are safe and are vigilant that safety is maintained at all times. There are robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. Effective systems for

induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. Established staff sign a 'code of conduct' agreement at their appraisal, which helps management to be assured of staff's continuing suitability to work with children.

The management team has a strong drive to provide high quality education and care to all children, and their commitment to raising standards is clear. The management and staff team have undertaken a thorough review of the nursery during a quality assurance process. All nursery staff contributed to meeting the action plan in order to achieve this award. Staff have made good progress in meeting the recommendations made at the last inspection. Quiet and comfortable areas are introduced in each room to give children a soft and restful area for children to relax when they like. Management effectively supports staff to improve their knowledge and skills. There are frequent supervision and appraisal meetings giving staff the opportunity to discuss their practice and training needs, as well as promote the welfare of the children. Staff attend regular team meetings and the company's policies are discussed, including the whistleblowing and social networking policies to safeguard the children in their care. Staff are monitored and any under-performance is tackled swiftly. Management checks the development of children through examining the six-monthly progress checks and the frequent observations of staff's teaching practice. This identifies children's levels of achievement and ensures that staff are addressing any areas where children are not making as much progress as they can.

The partnerships with parents are effective. The parent welcome pack and website provide the initial information about the nursery and its provision. Parents are able to mostly talk with their key person as and when they need to, and there is always another staff member who is well briefed to give information on their child's welfare. There are also the daily information sheets to keep parents informed about their children's day and their development. The nursery provides sessions when parents can discuss further their children's progress and well-being. The newly set up parental forum is proving effective in encouraging parents to take an active part in the organisation of the nursery. These communications and events provide a positive shared approach to children's learning experiences, both at home and in the nursery. The nursery has strong links with outside agencies and support networks. It works closely with other professionals and other providers of the Early Years Foundation Stage to support children's individual needs.

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	EY367669
Local authority	Hertfordshire
Inspection number	953043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	122
Name of provider	Boys & Girls Nursery (Watford) Limited
Date of previous inspection	13/09/2013
Telephone number	01923 247800

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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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