

Gloria's Day Nursery Ltd

35 West End, Ashwell, Baldock, Hertfordshire, SG7 5PH

Inspection date

24/04/2014

Previous inspection date

03/10/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Teaching and learning is strong for the younger children. They access learning opportunities across all of the areas of learning and development, and are consequently making good progress towards the early learning goals.
- Children are happy and settled; they have built warm bonds and attachments with the staff. Consequently, children feel secure when attending the nursery and separate from their parents and carers with ease.
- Children develop a good understanding of healthy lifestyles because they play outside each day and go for walks in the village.

It is not yet good because

- Older children do not fully develop their mathematical and literacy skills, as activities are not shaped around these areas. Staff do not consistently use open-ended questions effectively to support their learning. Therefore, their progress is not maximised.
- There is scope to further develop children's independence skills, for example, by consistently allowing children to serve themselves food and drink.
- Risk assessments are not conducted thoroughly enough and do not identify areas of risk in the environment. They do not detail when and by whom the risk is to be minimised.
- Self-evaluation is not fully effective in supporting ongoing improvements to the provision for children and does not include the views of parents.

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 in all rooms inside the nursery and the outside area.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, staff and children.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Kate Hogan

Full report

Information about the setting

Gloria's Day Nursery was registered in 1995 and is on the Early Years Register. It is situated in a single-storey building in Ashwell, Hertfordshire and is privately managed. The nursery serves the local area and surrounding villages and is accessible to all children. There are two enclosed areas available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager who has an early years degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that older children are given opportunities to develop their emerging mathematics and literacy skills and be ready for school, by, for example, offering more purposeful planned activities in these areas both inside and outside on a daily basis
- implement a risk assessment process that details when and by whom risks will be checked and how the risk will be removed or minimised.

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

- improve children's communication and language skills by ensuring staff ask good open ended questions and allow children appropriate time to respond to questions before asking the next
- implement more thorough and focused self-evaluation to strengthen the links between identified priorities and plans to secure continuous improvement and include the views of parents
- improve children's independence, with particular regard to allowing them to serve themselves at mealtimes and pour their own drinks.

Inspection judgements

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

Children make progress while at the nursery. This is clear to see as staff complete progress reports on the children three times a year, which cover the prime areas of learning and some specific areas where relevant. Observations and assessments are used to identify children's next steps, inform planning and therefore support children's progress. Learning journals are clear and observations are evidenced in the main by colourful photographs and artwork. In addition to the progress report, there is a half term summary sheet that is completed by staff about what the child has been doing over that half term. As a result, children are progressing towards the early learning goals. Teaching and learning is generally good. The younger children benefit from the expertise of the staff, who enthusiastically provide many opportunities for the children to learn across the seven areas of learning and development. For example, younger children are continually spoken to and questioned with open-ended questions throughout snack time and a subsequent painting activity. As a result, younger children's communication and language is being promoted as staff spend enough time engaging in purposeful dialogue with the children.

Staff extend children's vocabulary and teach them to use new words. For example, at carpet time, a letter is shown to the children and they all have to repeat the letter sound and guess words which begin with the letter. However, staff working with the older children often ask closed questions or ask lots of questions in quick succession. Therefore, children often give one word answers and sometimes do not have sufficient time to answer before another question is asked. As a result, older children's progress with their speech and language is not maximised. Staff teach children to listen to instructions and be attentive. For example, at circle time, children are reminded to sit nicely and listen to each other when showing items that have been brought in from home. Children are given a choice as to what songs they sing and they join in enthusiastically. As a result, children's personal, social and emotional development is encouraged. Children's ability to express their ideas and use their imaginations is good in the younger children's area of the nursery. For example, younger children are encouraged to paint using cotton reels and their fingers and make whatever patterns they like. The activity is extended as the member of staff counts the cotton reels and asks the children what colours they are. As a result, younger children are provided with appropriate levels of challenge.

Younger children are challenged by the vast amount of learning opportunities that are presented to them by staff, such as painting, counting, singing and outside play. Staff encourage younger children to speculate and test ideas through trial and error. For example, a member of staff encourages a younger child to keep trying when she is putting on her shoes until she succeeds. The older children take part in lots of expressive arts and design activities, such as painting, play dough and papier-mache. However, they do not access activities that link to mathematical or literacy based development on a frequent enough basis. This is particularly apparent in the outside area which is lacking resources to support learning in these areas. As a result, older children are not well prepared for school in some areas of their learning.

Partnerships with parents in regard to teaching and learning is appropriate. For example, learning journals are available for parents to view at any time and parents are kept up to date on a daily basis on their child's achievements at pick-up time. Parents are offered ideas about how to extend learning at home and are encouraged to share home learning with the nursery in the communication book. As a result, parents are happy with the information that they receive about their child's learning and development from the nursery and are keen to confirm this.

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

Children are happy and settled at the nursery. There are settling-in sessions for all children prior to joining and staff offer a warm welcome when children arrive every day. As a result, children separate from their parents with ease and are happy at the nursery. Partnerships with parents in regard to children's care needs are clear to see. There is a communication book in place that is used mainly for parents to share information from home with staff. Parents talk about how happy they are with the support the nursery team provides in areas, such as weaning and toilet training. Children's birthdays are celebrated and their height is also measured and labelled onto a wall for them to see. As a result, children have a sense of belonging to the nursery. Transitions between nursery rooms are well planned for and children visit their new room prior to starting there. Parents are able to meet the key worker and staff in the new room and as a result, children move rooms with ease. The majority of children behave well. Staff have all had training on the behaviour management policy and are quick to deal with any minor situations as they arise. The nursery 'golden rules' are clearly displayed and children generally play nicely with one another and share. Children are encouraged to say 'please' and 'thank you' when receiving meals. As a result, children's personal, social and emotional development is encouraged.

An orderly key person system has been put in place. For example, all children have a key person who has a good relationship with them and their parents and carers. Children have dedicated time with their key person during the day and are seen cuddling and talking to their key person at ease. As a result, children are forming bonds and attachments with the staff. Children's independence is promoted well in the younger children's area of the nursery. For example, they are encouraged to feed themselves, remove their own shoes and coats and tidy away. However, in the older children's room, independence skills are not being encouraged often enough. For example, all children do not serve themselves food and drink at meal times and when adding weather to the chart, children are not challenged to find the relevant sticker themselves. Consequently, older children's independence skills are not developing well. Children's awareness of personal safety and risks is reasonable. For example, children are reminded not to run in the nursery, to climb carefully and hold on with two hands, and to tidy toys away so as not to fall over.

Being healthy is promoted because children are offered a range of nutritious food which is balanced and healthy, such as fruit and vegetables. Being healthy is further promoted as staff stringently ensure that children wash their hands after eating and that they clean their teeth after eating lunch. Therefore, staff generally promote children's understanding of a healthy lifestyle. Staff encourage children to enjoy fresh air and exercise linked to

physical development. For example, children are taken outside for daily fresh air in the playground and go on walks in the village. Children are able to access a slide, playhouse and ride on cars. Suitability of equipment and resources within the setting is good. They are clean and well maintained. Boxes are labelled and are easily accessible.

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

The safeguarding and welfare requirements are generally met. The nursery building is secure and there is an entry system that ensures that no prohibited person can enter. There is a robust password protection system in place which ensures that children are picked up by people who are known to them. The manager and the deputy are designated safeguarding people and have ensured that all staff are fully aware of the safeguarding and child protection procedures. Policies and procedures are in place and are updated annually. A daily risk assessment is undertaken in each room. However, these are very basic and ineffective, and do not show how the risk will be removed or minimised. For example, wires are not removed out of the reach of children. Safer recruitment procedures are in place to ensure that all staff joining the nursery are thoroughly vetted and go through an induction process. As part of their induction, all staff are trained on safeguarding and the nursery policies are issued to them. Disclosure and Barring Service checks are current for all staff and kept by the manager.

Staff training and qualifications throughout the setting are good. Staff have sufficient expertise to teach children basic skills in the three prime areas of learning as they have all attended a course on the Statutory framework for the Early Years Foundation Stage. The setting has a well organised, regular and effective professional development programme which is improving the quality of teaching. This is promoted by the manager, who gives staff regular opportunities to go on courses and feedback to the rest of the team. All staff have current first aid certificates in place. The majority of staff are happy at the nursery and feel that their views are taken into account. There is a staff meeting every three months and the manager conducts regular supervisions and an annual appraisal on each member of staff. The nursery has improved since the last inspection and it is clear to see that the actions raised previously have been worked on. However, there is still a lack of focused self-evaluation and as a result, there is no tangible evidence of identified priorities which will secure continuous improvement. The manager monitors the learning and development requirements by keeping up to date with legislation. She also monitors staff, making sure staff adhere to policies and implement and changes she has put in place.

Partnerships with parents are good. Parents are happy with the nursery and feel that the staff really know their children well. Parent views are currently not incorporated in to the nursery, unless the parent comments on something informally in passing. As a result, parents are not as well included as they could be and are not able to input into improving the nursery to better meet the needs of the children who attend. Children's views are incorporated as the staff talk to children about their likes and dislikes after an activity and adapting activities appropriately. Partnerships with other providers and with other agencies are good. There is solid contact with the local playgroup and school. The

manager attends a cluster meeting every two months at the school where they plan an activity that all three settings carry out. Resources are shared, such as equipment and story sacks. The nursery children attend the other settings for events, such as a recent visit by a fire engine at the school.

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	146858
Local authority	Hertfordshire
Inspection number	963112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	30
Name of provider	Gloria's Day Nursery Ltd
Date of previous inspection	03/10/2013
Telephone number	01462 742219

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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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