

# Royston Day Nursery

3 Lumen House, Lumen Road, Royston, SG8 7AG

## Inspection date

Previous inspection date

04/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

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 make good progress because staff provide a wide range of opportunities for child-initiated play. They stand back and enable children to explore the resources and activities freely.
- Staff use successful strategies to engage and involve parents in their children's learning. The managers listen to the views of parents and use their feedback to make improvements.
- The managers implement robust systems to safeguard children through careful vetting and recruitment procedures. The managers ensure that the ongoing suitability of staff is regularly checked.
- The managers demonstrate strong leadership and management that fully supports the drive for future improvement. Thorough and accurate self-evaluation ensures that strengths and weaknesses are effectively identified and used to implement a successful improvement plan that supports children's achievements over time.

### It is not yet outstanding because

- Staff do not fully promote children's understanding of personal safety and risks taken because they do not always provide clear explanations for why their actions may be dangerous.
- Some newer staff do not consistently challenge children's thinking and skilfully question them during activities, in order to extend their learning even further.

## 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 the nursery and talked with the staff.
- The inspector viewed the areas of the premises and garden used by the children.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and discussion.
- The inspector reviewed the provider's hardcopy self-evaluation form and discussed this during the inspection.

## Inspector

Lindsay Hare

## Full report

### Information about the setting

Royston Day Nursery was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a small business park in Royston, Hertfordshire and it is managed by a private organisation. It operates from a two-storey building and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 28 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports a number of children, who speak English as an additional language. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3.

### What the setting needs to do to improve further

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

- strengthen children's awareness of their own personal safety and of the risks they take by providing further explanation of the reasons why their actions may be dangerous
- maximise the opportunities to extend children's learning even further by ensuring that newer members of staff consistently listen to and respond to children during their play. Support staff to make links with children's previous learning to enable them to skilfully ask questions to build on what they already know.

## Inspection judgements

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

The managers provide a wide variety of toys and resources that children freely access both inside and outside. They have effectively developed the outside space to incorporate all seven areas of learning. Staff allow children to freely explore the resources, so that they learn effectively in an environment with resources that are most suited to their interests and learning styles. Consequently, children make good progress in their learning and development. All areas of learning are covered by using open-ended resources, such as corn flour and water mix, sand and soil. Children use the sponges in the water to clean the trikes and scooters outside and show great enthusiasm as they dig up soil and add it to the water tray, turning the water brown. Most members of staff skilfully challenge and extend children's learning by asking open-ended questions that allow them to predict outcomes and stimulate further investigation. They provide children with plenty of time to think through their responses. For example, as children excitedly point to the caterpillars on the leaves, staff support them in counting the caterpillars. They help them to learn

simple mathematical concepts, such as addition, as they add one more to the total each time they find another one. Furthermore, staff encourage children to compare sizes; they ask them if they can find a bigger or smaller one. Children's communication and language is extended as staff encourage them to describe how the caterpillar feels on their hand. Children participate in stories both inside and outside, seeking out staff, so that they can sit on their lap and share a book with them. Through this, children extend their language and recall past events in a creative way. Occasionally, newer staff members do not always make links with children's previous learning and elaborate on their ideas during activities, in order to maximise their learning opportunities. For example, as children create their caterpillar pictures, they are asked what they think caterpillars eat. Staff do not follow up on their answer or link it to their recent interest in the butterflies outside. Children develop their skills in using information and communication technology. For example, children move the mouse to make marks on the screen and write their names using the letters they recognise on the keyboard. Staff support their literacy development by using phonetics to sound out the letters in both their own name and other children's names.

Staff accurately record children's achievements and progress as they play. Through the information gathered, staff plan new activities based on children's developmental stages, so they can support their individual learning needs. They confidently plan adult-led activities based on children's interests and themes. These include all areas of learning as well as clear links to children's next steps. Staff effectively support children, who are learning to speak English as an additional language. They learn key words in other languages and use sign language to enrich their communication skills. Consequently, all children make good progress in their learning and development. Staff focus on developing children's independence in readiness for their next stage in learning, such as moving onto school. For example, children practise writing simple words using the notepads in the restaurant role-play area. They competently use various tools for different purposes, such as scissors, paint brushes and sponges. Staff encourage children to share resources, take turns and recognise their names on cards used to register their attendance. Children's speaking and listening skills are promoted during group activities, such as story time. Staff encourage them to join in with repeated phrases in the book and sing a song in front of their peers. Children's independence and self-help skills are promoted as staff provide them with opportunities to dress themselves and put on their own shoes before going outside. Therefore, children make good progress and they are prepared for their subsequent move to school.

Parents share information from home about their children's interests and developmental stage and this is used as a starting point, which forms the basis of their learning record. Staff complete weekly observations on the children and ask parents to regularly contribute comments about their children's progress. They establish good relationships with both children and parents and share ideas with them to continue to expand learning opportunities at home. Consequently children make good progress at home too. For example, staff provide details of suggestions for follow-up activities at home. Staff regularly exchange information recorded in the individual learning journals with parents. They also use this information to complete the required progress check for children between the ages of two and three years.

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

The managers implement an effective key-person system, which helps to promote children's emotional well-being and independence. Children form appropriate bonds and secure emotional attachments with caring staff. Experienced staff that are more knowledgeable about the Early Years Foundation Stage work as key persons with the other staff to provide them with valuable support. They gather detailed information from parents about children's interests and care needs, which they implement into the planning and routine. As a result, they meet the needs of individual children effectively. Children are welcomed into the room by their key person and those, who find it difficult to separate from their parent are comforted by staff, helping them to feel more secure. Therefore, children's emotional well-being is supported effectively as they settle within the new environment and develop relationships with new adults and peers. Children behave well because staff are good role models. Staff demonstrate that children are valued as they display their work and positive statements about each child on the weekly achievements board. Staff regularly praise children for 'good listening' and 'good walking'. Children display high levels of confidence as they move around the nursery and engage in plenty of child-initiated play. This provides opportunities for them to freely explore the resources available. At times, staff do not always help children to recognise the reasons why certain actions are dangerous, for example, they tell children to 'be careful' without any further explanation. As a result, children's awareness of personal safety and risk taking are not fully promoted by staff.

Children effectively manage their own personal needs relative to their age. Staff organise breakfast and snack time, so that children can make choices about when and what they would like to eat. Children use appropriate cutlery according to their stage of development and older children help to lay the table for lunch. They help themselves to their named bottles of water, which staff replenish throughout the day. Staff provide children with regular reminders and display visual aids in the bathroom to build upon their understanding of good hygiene practices. They support children to develop their understanding of why it is important to have a healthy diet. For example, children help to grow vegetables in the nursery garden and staff discuss the vegetables provided at lunchtime. Staff display written transcripts of the foods children have talked about in the pretend restaurant. Children benefit from opportunities to run around and play outside on a daily basis. They generally have free access to the outdoors area, where they can climb and use scooters and trikes to develop their physical skills. The managers have also introduced additional exercise classes into the nursery to develop children's physical and mental abilities further and provide a positive outlet for their energy. As a result, children become more aware of the effect of exercise on their bodies.

Staff provide children with strong support to prepare them as they move into the different rooms throughout the nursery and transfer to school. The key persons in both rooms share clear information verbally and use the 'little movers' sheet to record essential information. Staff meet with the children's new key persons from other settings, in order to discuss the children moving on and pass their learning records onto these new settings. The managers have arrangements in place to further support children as they move on.

For example, class teachers are invited to visit the children within the nursery. Therefore, children are emotionally well prepared for their move onto other settings and school.

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

All staff are familiar with the effective safeguarding procedures that are in place. Managers respect the importance of keeping children safe and ensure that all staff attend external training to support this. The managers ensure robust systems for recruitment and vetting are implemented and they ask staff to complete a declaration of their suitability during appraisal. This helps to ensure that the continuous suitability of staff is maintained. Staff follow further procedures, such as the safe use of mobile telephones and cameras, using social media sites and whistle-blowing to help protect children. Staff have a clear knowledge and understanding of how to report concerns and how to follow all aspects of the nursery's safeguarding policy. Staff are fully aware of the importance to keep the nursery secure and use comprehensive risk assessments and daily checks to support them in checking that hazards are minimised and the environment is safe for children.

The managers carefully track children's progress across the seven areas of learning, in order to help them target the development of individual children and groups of children. This helps to monitor any gaps in children's learning and ensure these are narrowing and appropriate interventions are sought, when necessary. The managers effectively monitor the planning and assessment to ensure that it is consistent, precise and displays an accurate understanding of children's skills, abilities and progress. All staff meet on a regular basis to discuss children's progress and to plan activities that will move their learning and development to the next stage. Managers ensure that a high quality supervision process is accessed by all staff, so that their own professional development can be monitored and supported. For example, staff evaluate their practice each week and this, along with supervision meetings, helps them to identify training needs. Several staff are being supported by the managers as they work towards their level 3 childcare qualifications. Managers recognise the value in sharing strategies and good practice with staff at the sister nurseries and how this positively impacts on the setting. For example, staff visit the other settings to gain ideas and share these with their colleagues. Consequently, staff remain motivated to further enhance their already good understanding of how to effectively support children's learning and development. Staff access relevant training necessary to support individual children and their designated roles within the nursery. Managers acknowledge the importance of self-evaluation and strive to make improvements in areas where weaknesses have been identified. For example, the layout of the nursery and the areas that children use have been reorganised to accommodate the differing needs of each age group. As a result, they provide a safe, welcoming and stimulating area to promote imagination and exploration in all areas of learning. Managers fully consider the views of children, parents and other professionals and use their feedback to monitor, analyse and implement successful improvement plans.

Partnerships with parents, other settings and external agencies are strong. Local authority development workers and other professionals visit the nursery and staff actively seek support from other agencies when necessary. Consequently, staff can identify gaps in

children's learning and secure appropriate intervention, so that no child's progress falls behind. Parents are very supportive of the care and education children receive; those spoken to at the time of inspection express praise for the nursery's commitment to continuous improvement and to consistently meeting the needs of all the children.

### **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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY474157
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	956917
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Davidson-Roberts Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01763448099

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

