

Tilbury Nursery

United Reformed Church, Darkes Lane, POTTERS BAR, Hertfordshire, EN6 1BZ

Inspection date

20/11/2014

Previous inspection date

04/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children | 1 |
| The effectiveness of the leadership and management of the early years provision | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The quality and consistency of teaching are exceptional as staff are very experienced. They have an excellent knowledge of how children learn. This is supported through the precise and accurate assessment and planning that is in place for individual children to ensure they make outstanding progress.
- Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents and other agencies.
- The manager and her staff have an outstanding knowledge and understanding of safeguarding children. Parents are made aware of the responsibility of the staff to protect all children in their care. This contributes to protecting children's welfare.
- Leadership is inspirational. The dedicated team create outstanding provision for children. Exciting learning opportunities means that children are well motivated, independent and have high self-esteem.
- The manager and her staff carry out extremely detailed monitoring and evaluation of practice. It is exceedingly well used, so that continuous developments are made to this outstanding nursery, which offers rich learning experiences.

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 throughout the nursery and outside area.
The inspector spoke with the manager, staff and children at appropriate times
- throughout the inspection. She also checked staff's qualifications and their suitability records and those of the committee.
- The inspector looked at a sample of children's learning records, planning, documentation and the system used for monitoring children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector took into account of the views of parents spoken to during the inspection.

Inspector

Maura Pigram

Full report

Information about the setting

Tilbury Nursery was registered in 1966 on the Early Years Register. It is committee led and serves the local area. It is accessible to all children. The nursery operates from rooms within the United Reformed church building in Potters Bar. There is an area available for outdoor play. The nursery opens Monday to Friday during term time only. Sessions are from 9am to 12 noon. A lunch club operates from 12 noon to 1pm Monday to Thursday on demand. Children attend for a variety of sessions. There are currently 28 children attending, who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs seven members of childcare staff. The manager holds Qualified Teacher status, two staff members hold National Vocational Qualification (NVQ) Level 3, one staff holds a NVQ Level 2 and one staff holds a National Nursery Examination Board (NNEB) qualification.

What the setting needs to do to improve further

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

- implement the plans to enhance children's already high interest in books by extending the access to more of these outdoors.

Inspection judgements

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

The experienced manager and the skilled staff have an excellent understanding of how children learn and develop. Each child is highly valued as a unique individual. There is a strong focus on children's starting points, which are accurately assessed on entry and throughout their time at nursery. For example, staff ensure they meet the needs of all ages of children, who attend, through detailed observations and assessments. Staff effectively share this information with each other. Since the last inspection, they consistently use this information to plan for individual children's next steps in their learning. The tracking of children's progress is a key element to them making rapid progress in their learning given their starting points. Planning is flexible and children often contribute to the organisation and the provision of the experiences in the nursery. Staff complete the progress check for children aged between two and three years to plan for the next steps in their learning. They share these effectively with parents. As a result, they are fully aware of their child's development and are involved in their learning. Parents are made aware of any areas where their child's progress is less than expected. Staff use this information exceptionally well, in order to gain other professional support, such as speech therapy, at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving onto school.

The quality of teaching is exceptional. This is because staff use their experience and superb knowledge of teaching strategies to engage and capture children's interests. For example, children's experience of moving home is skilfully incorporated into the imaginative play areas. During these times, high quality staff interactions extend the children's language. As a result, children's communication skills are well supported and they learn to understand the events taking place in their lives. Excellent adult support absorbs children in their chosen activities. For example, great excitement occurs when children discover a worm wriggling on the ground. Staff members drive the spontaneous learning opportunity forward and add extra challenges to extend children's learning. Children obtain magnifying glasses to explore the creature further, staff ask open-ended questions and sing related songs. In addition, they enthusiastically incorporate sign language into their discussions and singing. This means that children, such as those with special educational needs and/or disabilities, who use this form of communication, can confidently join in with the activity. As a result, children concentrate for a long time and continue to talk excitingly about further mini-beasts that they find. This contributes to children making rapid progress in their speaking and listening skills.

Children show that they are active and enthusiastic learners because the experienced staff provide them with excellent experiences to help them to extend their curiosity. For example, they learn about the concept of ice melting through an engaging experiment of making igloos. This actively leads to discoveries about how different people live through discussions, imaginative play and the sharing of related books. As a result children's understanding of the wider world is extended through meaningful play opportunities. Children are able to access books both indoors and outside. Their interest in books is further supported by the plans to create further opportunities for children to access them in all popular outdoor learning spaces. During the small group activities, teaching highly motivates and engages younger children and those, who speak English as an additional language. For example, relevant props and signing are extremely well used, so that children take an active role in their learning. This means that children become excited, their expressions and sounds of delight add to the excitement as they choose animals or characters to include in the story. Children are provided with confidence to write for a purpose. For example, they create letters and marks in a variety of sensory play resources, such as salt and corn flour. Older children confidently write their full name before leaving to go onto school. This aids their readiness for the next stage in their learning.

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

Staff set up and pack away the equipment used in the nursery each day. As a result, they work extremely hard to create a welcoming, safe and stimulating environment. Staff ensure that the broad range of resources are rotated to suit children's interests as well as providing high quality learning opportunities. As a result, children are highly motivated to confidently explore and freely move between the indoor and outdoor environment. The key-person system is highly effective in supporting new children to feel at home in this vibrant nursery. All children form exceptionally close bonds with their key persons, who are warm and highly attentive to their individual needs. As a result, they soon settle and

engage actively in learning. Comprehensive information is exchanged between parents and staff, so that individual needs, interests, health and dietary requirements are well known. As a result, transitions from home to the nursery run very smoothly and there is excellent continuity of care. Staff provide parents with a wealth of information about how the nursery operates. Parents are also able to see and read useful documentation related to their children's learning and welfare in the foyer area. This includes information about how children's well-being and safety are promoted. In addition, the manager invites parents to regular events throughout the year. Parents are highly involved in the day-to-day operations, for example, by volunteering to work in the nursery.

Staff encourage positive behaviour. They calmly engage with children, so that they develop skills to play harmoniously with each other. Visual aids, such as large sand timers, help children to learn about the passing of time and when it is their turn to play with a popular toy. Lots of praise ensure children learn right from wrong and staff work extremely well together to promote positive behaviour. For example, the manager and her staff are highly skilled in supporting children's changing behaviour patterns. They use highly effective behaviour management strategies, such as working extremely closely with parents, so that children receive consistent messages. Staff also make excellent use of visual aids, which show the routine of the nursery and what comes next. As a result, children know what to expect and can make independent choices during their day. This means that children make rapid progress in their social and emotional development. This contributes greatly to their emotional readiness for the next stage in their learning, such as starting school. Children learn to keep themselves safe and effectively learn to take supervised risks during their play. For example, with excellent help from staff, they learn how to link challenging tubing together without harming themselves or their friends. Lots of laughter takes place as they discover how to roll balls through the construction. Children excitedly exclaim, 'look, I did it, I'll show you again'. This contributes to children developing high levels of self-esteem.

Children enjoy nutritious snacks. They are highly involved in the preparation of these. For example, they show great care as they help to lay plates and cups on the tables. They take great pride when they serve themselves at snack time. Even the youngest child is encouraged to peel their chosen fruit and pour their own drink. This supports their independence skills. Parents provide children's lunches and these are effectively stored. Children show that they are developing excellent self-care skills in managing their personal hygiene needs. Older children independently access the bathroom to wash their hands before eating and remind younger ones to do the same. Staff consistently promote children's understanding of the importance of fresh air and exercise as part of a healthy lifestyle. Children benefit through exciting outdoor experiences. They independently help themselves to suitable clothing, such as coats and wellington boots. Children particularly enjoy digging in the newly created growing area. They use a range of tools, such as forks and trowels. Staff skilfully help children to distinguish the differences between herbs and discuss how they are used. Children confidently use wheeled toys and the climbing apparatus. They build dens and run around playing hide and seek in the playhouse. These activities help to promote children's physical skills, such as balancing and an awareness of space around them.

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

The manager is inspirational and is an excellent role model. Members of the committee and staff have a comprehensive understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They have an excellent knowledge of safeguarding children and the procedures to follow in the event of a child protection concern. All staff, including volunteers, attend regular safeguarding training. The manager then reviews procedures and policies to ensure that new information gained is included and shared with the whole staff team. The manager and committee implement a wide range of strategies to ensure children are extremely well protected. All staff members associated with the nursery and people, who work in the adjoining church building, have Disclosure Barring Service checks carried out. Robust recruitment procedures ensure all those working with children are safe to do so. The manager carries out comprehensive induction systems for all staff and volunteers, so that they are clear about their responsibilities from the beginning of their post. Staff undertake continuous professional development and the high-quality supervision and appraisals contribute to this. Thorough risk assessments and excellent awareness of children's individual needs, including secure staff deployment, means that their safety is a high priority.

The committed manager and her dedicated staff are very knowledgeable. They use their experience to provide high quality care and education during the children's day. The manager places a high focus on the importance of assessing and monitoring children's progress, so that interventions, when needed, are quickly implemented. As a result, staff ensure that gaps are narrowing for children identified as being in need of extra support. The rigorous systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for continuous improvement. For example, there are plans to continue to develop the outdoor area, so that it is a vibrant learning area all year round. This ongoing process in pursuit of excellence is demonstrated by the successful desire to always improve and develop to the highest level possible. In addition, staff have promptly addressed recommendations from the last inspection to support children to make excellent progress in all aspects of learning. Views of staff, parents and children are included in the monitoring process and these are highly valued.

There is a strong partnership with parents. They are passionate about the nursery and actively seek out the inspector to share their thoughts. Parents express high praise for the nursery staff and the excellent impact the nursery has had on their own and their children's lives. Many parents are involved in fund-raising activities and are active members of the nursery, such as committee members and volunteers. Some have gone on to gain further qualifications because of their involvement within the nursery. Parents' comments about their children's care and education are extremely positive. For example, they comment that their children's confidence has dramatically improved and that staff are always willing to give advice when needed. Partnerships with other professionals, including staff from local schools, are firmly embedded. This is due to the excellent links with nearby schools and a range of different agencies and organisations. For example, many professionals visit the nursery to provide additional advice. This ensures that all children receive well-coordinated support, so that they thrive in their learning and development.

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

| | |
|------------------------------------|--|
| Unique reference number | 130596 |
| Local authority | Hertfordshire |
| Inspection number | 874894 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 28 |
| Name of provider | Potters Bar United Reformed Church Nursery Committee |
| Date of previous inspection | 04/11/2009 |
| Telephone number | 07854843125 |

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

