

Berry Lane Nursery

Scout Hut, Berry Lane, Rickmansworth, Hertfordshire, WD3 7HQ



Inspection date

16 March 2015

Previous inspection date

18 November 2009

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider does not have a sufficient knowledge of the Early Years Foundation Stage. She does not have effective vetting procedures in place or keep records regarding the suitability of staff to work with children. The provider does not ensure that these records are available to share with Ofsted. Therefore, she does not protect children's safety.
- The provider is unable to demonstrate that staff are appropriately qualified to meet the legally required ratios. Supervisions are ineffective to support staff's specific training needs.
- The quality of teaching is variable. Staff do not always plan group activities effectively to ensure that the learning experience is purposeful and meets the individual needs of all children.
- Staff have yet to develop relationships with professionals from other settings that children attend. This means that continuity of children's learning is not effectively promoted.
- Staff do not consistently teach children how to share toys and play cooperatively with each other.
- Staff do not make optimal use of the outdoor environment to support the children who prefer to play and learn outside.

It has the following strengths

- Staff have a suitable understanding of their responsibilities to report their child protection concerns. This helps to protect children's welfare.
- Staff engage children in conversations throughout their play and ask them probing questions, which helps to extend their thinking skills.

What the setting needs to do to improve further

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

- improve safe recruitment procedures, for example, by gaining a minimum of two references for all new staff, to ensure that they are suitable to work with children
- ensure that all legally required documentation is recorded, with particular reference to staff's qualifications and suitability checks, including a record of all staff's Disclosure and Barring Service reference number
- ensure that staff records are easily accessible at all times in order to demonstrate to Ofsted, and those who have a professional right to see them, that safe recruitment processes are robust and that all staff are suitable to work with children
- ensure that staffing arrangements meet the ratio requirements at all times, with particular reference to staff's qualifications
- improve the supervision of staff, with particular reference to identifying and providing specific training to extend their knowledge and quality of teaching, in order to support all children and promote their individual needs
- improve the planning of group activities, such as story and circle times, to ensure that learning experiences are always interesting and challenging, and that staff are effectively supporting children's individual needs at all times
- establish collaborative partnerships with professionals from other settings that children currently attend, to support good continuity of learning
- devise more effective methods to support children to learn how to share with each other during play, for example, by using strategies, such as timers, to demonstrate when it is their turn and modelling the good behaviour that is expected of them.

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

- extend the use of the outdoor area, for example, by encouraging children to choose whether they play inside or outside, so that they are able to learn and flourish in their preferred learning environment.

Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her.
- The inspector checked the available evidence of Disclosure and Barring Service checks and suitability of staff, including some information about their qualifications and training.
- The inspector looked at a range of policies, procedures, risk assessments and children's assessments.
- The inspector spoke to a small sample of parents and has taken account of their views.

Inspector

Katherine Hurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children learn about their different senses and what they use them for, such as their sight. This includes learning why some people wear glasses to help them to see. Staff introduce new words to each child's vocabulary, such as 'optician', which helps to develop their use of language. However, the quality of teaching is inconsistent, particularly in large group activities. Staff plan story and circle times to include all children in the nursery, without taking into account their varying ages and abilities. Staff do not fully promote all children's learning during this time. Therefore, they do not always make good progress towards the early learning goals. Nevertheless, staff promote children's mathematical knowledge well. For example, staff introduce an 'oval' to the children and encourage them to look for this shape in the environment. Children show an interest in number problems and demonstrate their ability to add two numbers together, such as two plus two. These skills help to prepare children for their future learning in school.

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

A weakness in safeguarding puts children's safety and welfare at risk. Children play outside and exercise in the fresh air, which helps to promote their good health. However, staff do not always effectively promote outdoor learning and it is sometimes seen as part of the routine rather than an important learning experience. This means that the children who thrive in the outdoor environment are not consistently supported. Staff encourage children to say 'please' and 'thank you' when they are given something. Although they remind children to share with each other, staff do not always model this behaviour for them. For example, staff do not maximise opportunities to play turn-taking games with the children or use strategies, such as timers, to show them how they can share. Therefore, children do not always learn the good behaviour that is expected of them. Staff are caring towards the children and take the time to listen to what they have to say. This makes children feel confident and secure, and they demonstrate their motivation to learn.

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

The provider does not successfully monitor the quality of the nursery to ensure that weaknesses are quickly identified and addressed. She does not gain references from new staff's previous employers to ensure that they are suitable to work with children or before allowing them unsupervised contact with children. The provider does not always keep records of legally required documentation, such as staff qualifications and the Disclosure and Barring Service reference numbers. Therefore, she is unable to demonstrate that all staff are suitable to work with children or that she has undertaken these checks. As a result, the provider does not sufficiently protect children's safety. In addition, the provider cannot ensure that staffing arrangements meet the ratio requirements. She is unable to provide evidence that half of the staff hold an appropriate early years qualification at level 2 or above to effectively promote children's learning. Arrangements for staff supervision are not successful because the provider has not identified the variable quality of teaching.

She does not consistently provide specific training in order to improve staff knowledge of how children learn. Staff do not communicate with professionals from other settings that children attend. They do not share information about children's learning and, therefore, do not ensure children's good progress or consistently meet their individual needs. Staff do, however, have good relationships with Early Years Foundation Stage teachers at children's future nurseries and schools. They support children to make the move with confidence. Partnerships with parents are secure and staff involve them in their children's learning.

Setting details

Unique reference number	EY297245
Local authority	Hertfordshire
Inspection number	856451
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Pamela Elliott
Date of previous inspection	18 November 2009
Telephone number	01923 721213

Berry Lane Nursery was registered at the current premises in 2005. It employs six members of childcare staff. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm on Monday, Wednesday, Thursday and Friday, and 9am until 12 noon on Tuesday. The nursery provides funded early education for two-, three- and four-year-old children.

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