

# The Nursery Rooms

Warwick House, Perry Road, Harlow, Essex, CM18 7NF



## Inspection date

31 March 2015

Previous inspection date

8 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Planning is not fully developed to consistently reflect individual children's next steps in their learning in order for them to make good progress.
- On occasions, children's safety is not fully assured. Risks and hazards, particularly in the outdoors area, are not always identified or minimised effectively.
- At times, staff do not always give children time to think about their responses to questions, so that they can put their thoughts into words as part of their language development.
- Self-evaluation procedures and processes to monitor the delivery of the educational programmes, including assessments of children's learning and development, are not sufficiently robust to identify and target areas for improvement.

### It has the following strengths

- Staff know the children well and form strong bonds with each one. This means children are happy and confident in the nursery and develop a sense of emotional security.
- Children behave well because staff provide consistent boundaries and are effective role models. This results in a calm, relaxed and friendly atmosphere.
- Staff establish very positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.

## What the setting needs to do to improve further

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

- ensure that planning is improved to more accurately reflect individual children's next steps in their learning, preparing them more effectively for their move to school
- ensure that risk assessments consistently identify all aspects of the environment, including outdoor play areas, that need to be checked on a regular basis and ensure that any risks are removed or minimised.

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

- strengthen teaching strategies in order to consistently give children sufficient time to put their thoughts into words to further support their language development
- develop procedures for self-evaluation to ensure targets for improvement are based on rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes, including the assessments of children's progress.

## Inspection activities

- The inspector observed activities in the nursery and talked with the staff at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- 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 spoken to on the day of inspection.

## Inspector

Clair Stockings

## Inspection findings

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

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan a varied range of experiences for the children. They observe individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. Children are making some progress, for example, in their personal, social and emotional development. However, they are not making enough progress in their learning in readiness for school. Staff encourage children's development in early literacy as children are eager to share books with them, establishing children's interest in reading for pleasure and purpose. Staff pose questions to children to check their understanding. However, at times, less experienced staff do not wait for their response, which limits children's opportunities to develop their thinking skills through their response.

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

Children share warm relationships with the approachable and friendly staff who know them well. A well-established key-person system is in place to support children's emotional needs. Children benefit from regular fresh air and exercise during outdoor play. However, staff do not consistently undertake risk assessments to identify or minimise potential risks and hazards to children. On the day of inspection, debris and damage caused by overnight high winds had not been assessed prior to use of the outdoors area. Children have a wide range of opportunities to learn about healthy lifestyles, for example, they are offered a range of nutritious healthy meals. Children sit together and are very sociable. They talk to each other and share experiences. Staff use these opportunities to encourage talk about the morning and to plan future activities. In this way, children's interests are further extended and they learn to listen to each other and form opinions.

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

The provider and staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, to identify some training needs. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further enhance the provision for children. However, defined targets for improvement have not yet been established. Procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not sufficiently rigorous across all areas of their development. Consequently, any gaps in children's learning, or areas where they may need extra support, are not always clearly identified.

## Setting details

<b>Unique reference number</b>	EY264808
<b>Local authority</b>	Essex
<b>Inspection number</b>	860628
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	123
<b>Name of provider</b>	WSG Limited
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	01279 866445

The Nursery Rooms was registered in 2003. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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