

Gloria's Day Nursery Ltd

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



Inspection date

21 April 2015

Previous inspection date

24 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide resources to be taken home by children with their parents. This significantly enhances children's communication and language development, and fosters excellent partnerships with parents. Puppets for storytelling, sound tapes and games, and musical instruments are provided with suggestions of how to optimise children's learning. Parents say that these activities are successful.
- Staff encourage children to consider mathematics during activities. For example, children count the pieces of fruit during snack making estimations about how many more they will each have. Children confidently add and subtract between one and ten as they sort beads for the abacus frames. As a result, children use mathematical language to describe quantity, shape and measurements.
- Children are helped to appreciate the beliefs of others as they take part in activities to mark cultural celebrations. For example, to observe Chinese New Year children joined together to enjoy craft activities, share food, and discuss special clothes worn to nursery by some children. These shared celebrations help all children feel valued and secure.
- Staff have a clear understanding and follow robust procedures relating to aspects of safeguarding, including child protection and safety in the nursery. Consequently, children are protected.

It is not yet outstanding because:

- Children are not consistently provided with support to develop their creativity, because some activities are too structured.
- On occasions, some staff do not always help children to explore their ideas during activities or consistently use open-ended questions to extend their already good teaching.

What the setting needs to do to improve further

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

- enhance planned activities, using different media and materials, to provide further opportunities for children to represent and develop their own ideas, for example, when creating wall displays and following themes
- enhance teaching further, for example, by paying closer attention to providing opportunities for children to respond to open-ended questions, and by supporting children to develop their own ideas as they play.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector talked with a selection of the parents and asked them their views.
- The inspector spoke with a sample of staff and children at appropriate times throughout the inspection.
- The inspector carried out a meeting with the manager. A joint observation was also carried out.
- The inspector reviewed the self-evaluation processes and documents.

Inspector

Lynne Talbot

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Well-qualified staff plan stimulating activities in response to children's interests. For example, children use tweezers to select toy insects from the trough of soil and moss when exploring 'mini-beasts'. They hunt for living creatures with magnifying glasses in the garden and in the woods, recording the insects that they find on 'find and search' sheets on clipboards. Children help to create coordinated displays of bumble bees and the letter 'b', to explore sounds and letters. As a result, children acquire, and practise, the necessary skills to be ready for school. However, some activities with paint and other materials are too directed, resulting in children reproducing staff's ideas rather than their own. Weekly meetings are arranged to plan for children's next steps in learning. Regular summary reports keep parents informed, and provide an opportunity to exchange information. All children move freely between activities; staff make sure that resources are accessible and they respond to children's choices. However, occasionally, some staff are less skilled at joining in without over directing the play, such as by asking open-ended questions.

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

Children's well-being is well supported. Staff are good role models who take every opportunity to promote positive behaviour. For example, children review basic rules each day; they excitedly tell the staff how they should behave. A flexible settling-in process helps children to form close bonds with their key person. Parents report that the staff take steps that exceed their expectations in helping their children to be emotionally secure. Children enjoy responsibility, for example, they complete their own registration by selecting a 'name bus' to place on the roadway they have made. They also select and serve their snacks, drinks and meals, and readily offer to help tidy away. Staff optimise learning outdoors. For example, children enthusiastically retell their favourite story. They hunt for bears, read and follow signs that tell them where the 'tall grass', or 'squishy mud', is. They find a cave and run shrieking back to the playhouse. Consequently, children are physically active, and therefore, develop good health.

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

Regular reviews of all procedures ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. Recruitment, induction and reflective practice are robust. Efficient monitoring of the progress in learning made by children takes place. Performance management and purposeful training, continues to support improvement by reviewing practice and evaluating the effectiveness of teaching. In addition, following some staff changes, the two room leaders are completing leadership training. These steps ensure that the nursery is staffed by high-quality practitioners. Staff work very well with other settings that children attend by sharing information frequently to ensure consistency. Babies move between rooms easily, because they spend time in the older children's room. Children are prepared for a move to pre-school or school, because they take part in events at those settings, such as story sessions.

Setting details

Unique reference number	146858
Local authority	Hertfordshire
Inspection number	1010995
Type of provision	Full-time 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	24 April 2014
Telephone number	01462 742219

Gloria's Day Nursery was registered in 1995. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3. The manager holds an appropriate qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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