

Christchurch Nursery

St.John's Church Hall, Gills Hill Lane, Radlett, Herts, WD7 8DD



Inspection date	9 June 2015
Previous inspection date	7 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Teaching is good because staff are attentive to children's needs. They work hard to create a welcoming and stimulating learning environment in which children are secure and happy. Children are happy to explore indoors and outdoors and they show good levels of confidence.
- Children's personal and emotional development is supported through an effective key-person system. Staff carefully listen to children and value their opinions, taking these into account. This supports children's self-esteem.
- Children form secure attachments with friendly staff who provide a caring environment for them. Safe recruitment and secure procedures ensure all those working with children are safe to do so. This contributes to protecting children's welfare.
- Staff work closely with parents to ensure children develop good eating habits, and dietary needs are well known and are carefully followed.
- The manager and her deputy promote the professional development of staff effectively. This ensures they are continually updating their knowledge to provide good quality care and teaching for children.

It is not yet outstanding because:

- Staff have not fully explored different ways to obtain information from parents relating to their children's achievements at home, so that this can be used to enhance children's learning.
- Staff do not consistently support all children to express their thoughts and understand the language used during story times and singing sessions.

What the setting needs to do to improve further

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

- provide more opportunities for younger children and those who speak English as an additional language to express themselves, for example, by using familiar objects, photographs and pictures to introduce new words and encourage responses from children
- extend the planning procedures by encouraging greater sharing and use of updates from parents about their children's learning and development at home, to support their learning in the setting.

Inspection activities

- The inspector observed play and learning activities and spoke to the staff and children indoors and outdoors.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records. She also checked evidence of staff suitability and qualifications.
- The inspector spoke to parents to gain their views.
- The inspector completed a joint observation with the manager.

Inspector

Maura Pigram

Inspection findings

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

Children enjoy their time at this nursery. They eagerly join in the varied and relevant activities, where they show high levels of involvement, cooperation, curiosity and imagination. Children enjoy listening to stories and singing songs in their age-appropriate groups. Good animation by staff maintains most children's attention. The provision of musical instruments helps to engage younger children in singing favourite songs. However, staff do not consistently use a range of ways, such as using related items connected to the story and songs, to help these children learn new vocabulary and express themselves. Therefore, younger children and those who speak English as an additional language are not consistently able to make the optimum progress in this area of learning. Since the last inspection, more resources are in place to support the development of handwriting. Staff promote children's early mathematical skills. For example, they eagerly build a wooden clock and are helped to understand the order of numbers. This supports their readiness for school.

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

Children are welcomed by caring staff who help them to choose what to do. Their emotional needs are well met. For example, staff encourage them to have a rest by the book mat when they are feeling tired. They snuggle up to the soft toys and choose a book to read with the staff member. Children are provided with constant praise and encouragement. They are reminded about expectations of behaviour and how to keep themselves and their friends safe. For example, children are prompted not to run indoors and the reasons why. Children show good levels of independence; they pour their own drinks and older children can manage their personal care. Lunch and snack times are social occasions when children and staff discuss their day. Children's physical development is promoted well because they have regular access to the outdoor area. Children play in the sand, ride scooters, and practise their balancing skills when they climb up the hill to roll down their hoops and tyres.

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

The manager and her staff have a good understanding of their responsibility to meet and implement the requirements of the Early Years Foundation Stage. Good safeguarding procedures mean that staff are aware of their roles and responsibilities to protect children's welfare. The manager and deputy are well qualified. This, and staff supervision, appraisals and continued training opportunities, contributes to their action plans to continually improve care, teaching and learning. Since the last inspection, staff have reviewed their planning and observations systems with positive impact. For example, children's progress is checked and gaps in their learning are well known, which feeds into the planning of activities. However, information about children's achievements at home is not consistently obtained to support their learning even further. Effective partnerships with other settings help to maintain continuity for children at the nursery.

Setting details

Unique reference number	EY344291
Local authority	Hertfordshire
Inspection number	863041
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	34
Name of provider	Deane Devalle
Date of previous inspection	7 June 2011
Telephone number	07765187171

Christchurch Nursery was registered in 2006. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at levels 3, 5 and 6. The manager holds Early Years Professional status. The nursery opens from Monday to Friday during term time only. Sessions are from 9am to 12 noon. An afternoon session operates from 12.30pm to 3pm every day apart from Wednesday. A lunch club runs from 12 noon to 12.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

