

Rickmansworth Nursery School



Scotsbridge Pavilion, Scots Hill, Rickmansworth, Hertfordshire, WD3 1HU

Inspection date 10 June 2015
Previous inspection date 10 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff start and maintain rigorous assessments of children's skills. They accurately identify and promote their starting points and next steps in development. Staff skilfully maximise children's learning through the purposeful use of resources, such as puppets and books. As a result, children develop very positive attitudes towards their learning.
- Teaching is outstanding because staff astutely promote an accurate balance of adult-led and child-initiated opportunities. For example, children play with cars and line them up in parking lines. Knowledgeable staff then engage them in creating a life-like car park with traffic signs and aisle numbers. Children flourish as they learn through play.
- Staff are very welcoming and display strong bonds with children and their parents. They expertly organise informative open days, flexible settling-in sessions and ongoing opportunities for children and parents to play together at the nursery. As a result, children are comfortable, happy and settle exceptionally well.
- Staff strategically teach children to manage their own hygiene needs. Additionally, children are provided with nutritious snacks and participate in daily exercise and outdoor play. Staff plan regular activities at the tennis court, playground and fields. As a result, children are effectively introduced to healthy lifestyles.
- Staff have great knowledge and robust procedures to safeguard children. They are highly qualified and experienced in child protection and, therefore, expertly monitor children's well-being and welfare. As a result, children are safe and protected.
- Managers are inspirational and passionate. They maintain a very strong culture of reflective practice that involves parents, staff, outside professionals and the local authority. Consequently, all children's outcomes are highly promoted.

What the setting needs to do to improve further

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

- continue to expand on the already effective ways to engage parents in children's learning, by obtaining even more detailed information about children's learning and interests at home, so that this continuously enhances the support they have between home and nursery.

Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, a self-evaluation form, evidence of staff's suitability and the safeguarding procedures.
- The inspector had a tour of both indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and written feedback in questionnaires.

Inspector

Karina Hemerling

Inspection findings

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

Staff plan unforgettable activities and teach children skills for life. They have great expectations of children and themselves and, as a team, they ensure children have exciting learning experiences. The learning environment is expertly organised. Children explore areas, such as the cafe, office, camp site, music and post office, amongst others. These are outstandingly resourced to promote children's development and imaginative play across all areas of learning. Staff extend children's learning between the indoor and outdoor areas, expertly meeting their different learning styles. Children with special educational needs and/or disabilities greatly benefit from accurate assessments and links with outside agencies. Parents receive regular updates about children's learning and progress at nursery. However, there is scope to extend their engagement even further, for example, by ensuring more detailed information about children's learning and interests at home is obtained. All children benefit from expert support and confidently master the skills needed for school.

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

The key-person system is robust and partnerships with parents regarding children's care needs are exceptional. Practice is very inclusive and staff carefully organise play areas, meals and routines to suit all children. Staff have innovative strategies to promote children's personal, social and emotional development. Through group discussion and story sessions, they expertly teach children good behaviour and manners. Children sociably play with peers and adults, who praise their achievements to boost their confidence and self-esteem. Staff are very attentive and caring. As a result, children behave exceptionally well. They competently teach children how to keep safe. For example, children wear their helmets to ride bicycles. Staff astutely celebrate when it is time for children to start school. As a result, they are ready and excited to progress.

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

Expert managers skilfully lead a team of dedicated and knowledgeable staff members, who competently document practice and ensure the environment is safe for children. Staff participate in a thorough induction as well as supervisions and team meetings. As a result, they fully understand their roles and responsibilities under the safeguarding and welfare requirements. Staff efficiently share policies with parents and proficiently introduce them to the Early Years Foundation Stage. This directly promotes the excellent management of the nursery. Procedures to recruit staff and committee members are robust and their suitability checks are regularly reviewed. Staff have excellent opportunities for training and actively implement new ideas to continuously improve practice. Managers and staff closely track children's progress. Furthermore, they have purposeful links with children's centres, the local authority and other settings children attend. As a result, children fully benefit from prompt and expert support to meet their needs.

Setting details

Unique reference number	130612
Local authority	Hertfordshire
Inspection number	854224
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	Rickmansworth Nursery School Committee
Date of previous inspection	10 May 2011
Telephone number	07933 768 144

Rickmansworth Nursery School was registered in 1993. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications, including two with level 3, one with an Early Years Professional status and two with Qualified Teacher Status. Sessions are Monday to Thursday from 9am to 3pm and Friday from 9am to 12 noon, term time only. The nursery supports children with special educational needs and/or disabilities. It provides funded early education for two-, three- and four-year-old children.

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