

Raffles Day Nursery

Andrews Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN7 6TB



Inspection date

21 August 2015

Previous inspection date

28 February 2012

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

- An effective key-person system enables the dedicated staff team to form secure and trusting relationships with children and their families. Babies express their affection for their key person as they hold out their arms for a cuddle. Older children turn to them for reassurance when needed and welcome their sensitive interaction in their play.
- Staff plan fun activities that help older children to link letters to sounds. This effectively promotes their literacy development.
- Staff successfully work in partnership with specialist professionals to extend children's learning. They incorporate specific activities suggested by professionals, within their planning. As a result, all children, including those with special educational needs and/or disabilities, make good progress in readiness for school.
- Staff implement effective practices and procedures to safeguard children. These include checking the identification of people who are given permission by parents to collect their children on their behalf, using a strict password system.
- Children engage in a wide range of interesting and exciting learning experiences provided by visiting professionals, such as ballet, music and movement, computer and sports skills. These effectively complement the activities that staff plan. Therefore, children are active and inquisitive learners.

It is not yet outstanding because:

- Staff do not always effectively use the information obtained from parents to support children who speak English as an additional language to deepen their understanding of their newly acquired skills in English.
- Staff do not provide enough opportunities for children who prefer to learn outdoors to develop a range of skills other than those that support their physical development.

What the setting needs to do to improve further

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

- increase opportunities for children who speak English as an additional language to strengthen their understanding of English during play and everyday routines
- provide more opportunities for children who prefer to learn outdoors to develop a wider range of skills.

Inspection activities

- The inspector observed activities in all three rooms of the nursery, as well as the outdoor play spaces.
- The inspector held joint discussions with staff in relation to observations of children's play, learning and progress and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and registered provider of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at evidence of the suitability of staff working in the nursery.
- The inspector discussed the system in place for self-evaluation with the manager and registered provider of the nursery and looked at their plan for improvement.

Inspector

Lorraine Pike

Inspection findings

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

Staff skilfully use their detailed observations and accurate assessments of children's achievements to plan their next steps in learning. Overall, the quality of teaching is good. Staff consistently provide a high level of praise and encouragement. Therefore, children are motivated and persevere at challenging tasks. Babies develop good concentration and physical skills as they select different shapes and post them into a cube. Older children thoroughly enjoy story time. Staff use intonation in their voice that immediately captures their attention. They use probing questions to help children recall stories and develop confidence as they talk out loud within a large group. Partnerships with parents are good. Parents describe how they feel part of one big family. Staff seek comprehensive information from them when children first begin attending. This includes key words in children's home languages for those children who speak English as an additional language. However, staff do not make the most of this information to deepen children's understanding of English.

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

Staff are excellent role models. Consequently, children behave well and respect each other and their environment. Nappy changing is a positive experience. Staff effectively use this opportunity to teach younger children about the names of different parts of their body. Robust arrangements are in place to help children move smoothly between rooms and on to school. Children develop good independence skills. They clear away their plates after eating and know to collect their individual water bottle before playing outdoors. Babies benefit from a dedicated and interesting outdoor area, containing a varied and good range of equipment. Older children learn to ride bikes and climb on large apparatus to help develop their physical skills. They squeal with delight as they run and play hide and seek with staff and complete challenging obstacle courses. However, staff have not fully considered how to expand the use of the outdoor environment for older children to support their individual learning styles.

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

The newly appointed and enthusiastic manager has a secure knowledge of implementing the requirements of the Early Years Foundation Stage. Regular in-depth supervision meetings and training opportunities ensure the well-qualified staff team are up to date with their knowledge and skills. This enables them to extend children's learning experiences even further. As a result of recent training, staff have an enhanced knowledge of how to further support two-year-old children. The strong contribution from parents, staff and children supports the manager to evaluate and maintain a high-quality provision. There is a clear vision for improvement. For example, exciting plans are in place to introduce a separate room to further meet the needs of younger two-year-old children. The manager's meticulous attention to monitoring the educational programmes and children's progress ensures that any gaps in their development are swiftly addressed.

Setting details

Unique reference number	EY346535
Local authority	Hertfordshire
Inspection number	863128
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	111
Name of provider	Raffles Limited
Date of previous inspection	28 February 2012
Telephone number	01992 629342

Raffles Day Nursery was registered in 2007. It operates from purpose-built premises and is privately owned. The nursery employs 19 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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