

Berry Lane Nursery

Scout Hut, Berry Lane, Rickmansworth, Hertfordshire, WD3 7HQ



Inspection date	9 September 2015
Previous inspection date	16 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff supervision is not strong enough to have a consistently positive impact upon the quality of teaching and learning or to enable leaders to tackle underperformance swiftly.
- The quality of teaching remains variable because some staff, despite recent training, do not have sufficiently high expectations of children. They do not know how to promote their learning and development during activities and play.

It has the following strengths

- Procedures to make staff's suitability records available to Ofsted have been reviewed and documentation is now accurate. The manager demonstrates a secure awareness of the importance of monitoring staff's suitability to ensure children are safe.
- Staff are secure in their understanding of child protection. They know what to do if concerns regarding children's welfare arise. For example, the procedure to monitor children's attendance is secure. Staff also have strong links with external professionals, the local authority and other settings children attend. As a result, children are protected.
- Assessments of children's skills are comprehensive. Staff appropriately plan for their next steps in development and involve parents in children's learning. Consequently, children have continuous support between home and nursery.
- Children are effectively introduced to healthy lifestyles. They learn to independently manage their personal hygiene. Additionally, they learn about healthy eating and participate in daily outdoor activities and exercise in the fresh air.

What the setting needs to do to improve further

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

	Due Date
■ develop thorough staff supervision procedures to tackle underperformance and ensure children achieve to their full potential during play and activities	24/09/2015
■ improve the expertise of staff regarding the learning and development requirements, in order to ensure consistency in the quality of teaching across the nursery.	24/09/2015

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held meetings with the nursery manager and staff. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff participate in training, team meetings and reflect on practice with parents. However, procedures to supervise the quality of staff's teaching and tackle underperformance are not fully developed. The manager and some staff are qualified. They use their good knowledge of the Early Years Foundation Stage to promote children's learning. However, this is inconsistent between all staff. Despite the inconsistency, educational programmes for children provide them with a suitable range of experiences. For example, since the last inspection, planning for group and adult-led activities has been reviewed. This especially benefits children who are progressing to school. Practice is inclusive and staff strongly focus on celebrating children's cultural backgrounds. They intentionally promote children's social skills and teach them about the world they live in, so they become well-informed citizens in the future.

Quality of teaching, learning and assessment requires improvement

Staff closely monitor children's learning and development. They conduct the progress check for children aged between two and three years, involving parents in setting targets for their future learning. Parents receive regular summaries of children's progress. They provide staff with observations of children's skills and interests at home. All areas of learning are promoted in activities and resources for both younger and older children. However, not all staff are able to extend children's skills during activities and play. Therefore, teaching is variable and children's learning is not always fully enhanced.

Personal development, behaviour and welfare are good

Children are happy, comfortable and settle quickly. They form strong bonds with staff and peers. The key-person system is secure and parents are involved in tailoring practice to children's needs. Staff efficiently prepare the learning environment, minimising risks, so children can play safely. Children demonstrate the characteristics of effective learning as they freely explore play areas and resources. Staff are role models of good behaviour and manners. They boost children's confidence and self-esteem through praise and appropriate boundaries. Children are good listeners, learn to take turns and are involved in creating the nursery rules, effectively managing their own safety as they play with others.

Outcomes for children require improvement

Children develop their skills steadily. However, there is capacity to enhance their progress even further by supporting some staff in improving the quality of their teaching. Starting points are effectively identified and used to start children's assessments and planning. The manager and staff track children's progress and, in partnership, they identify ways to close gaps in their learning. For example, there are secure procedures to support children who speak English as an additional language. The manager and staff fully understand their duty to protect and promote children's outcomes. For example, there are secure procedures to evaluate the use of additional funding that children receive to promote their well-being and development.

Setting details

Unique reference number	EY297245
Local authority	Hertfordshire
Inspection number	1009973
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	28
Name of provider	Pamela Elliott
Date of previous inspection	16 March 2015
Telephone number	01923 721213

Berry Lane Nursery was registered in 2005. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am to 3pm, except for Tuesdays when the nursery opens from 9am to 12 noon. The nursery cares for children who speak English as an additional language. It provides funded early education for three- and four-year-old children.

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