

The House That Jack Built Nursery



Building Research Establishment, Bucknalls Lane, Garston, Watford, Hertfordshire,
WD25 9XX

Inspection date	27 July 2015
Previous inspection date	1 February 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		Outstanding	1
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

- Children participate in activities across all areas of learning. Teaching is good, at times outstanding, as staff skilfully identify and promote children's next steps in development during play. Therefore, children develop their skills steadily.
- Staff are tremendously welcoming and caring. They are dedicated in settling children into nursery and tailor practice, from early days to comfort them. As a result, children settle quickly, are happy and form strong bonds with staff and peers.
- Children have outstanding opportunities to learn the importance of living healthy lifestyles. They are fully involved in creating menus, planting ingredients for their meals and eat exceptionally well. Furthermore, children are active and have excellent outdoor experiences.
- The safeguarding and welfare requirements are met. Knowledgeable staff participate in regular child protection training, effectively document practice and securely keep children safe.
- Recruitment and induction procedures are thorough and staff's suitability regularly reviewed. Managers inspiringly supervise staff, monitor their practice and ensure the continuous improvement of services by providing them with excellent opportunities for training.

It is not yet outstanding because:

- The information currently obtained from parents about children's ongoing learning at home is not detailed and regular enough to maximise their continuous learning while at nursery.

What the setting needs to do to improve further

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

- obtain more regular and detailed information about children's home learning to ensure they have even more effective continuous support to their learning between home and nursery.

Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted two joint observations with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability and the safeguarding procedures. She also looked at evidence of staff's qualifications, first aid, safeguarding and food hygiene training.
- The inspector had a tour of both indoor and outdoor play areas.
- The inspector sought parents' views through written feedback in questionnaires.

Inspector

Karinna Hemerling

Inspection findings

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

Staff effectively assess children's skills and closely monitor their progress. Staff allow children of all ages to access a wide range of resources and activities. Younger children benefit from nurturing staff, who are well trained to support their communication, physical and social skills. Staff use good planning to ensure older children learn skills for school through activities and routines. All children participate in daily group discussions, reading, singing and exercise sessions. Additionally, they have unforgettable experiences during outings and events at nursery. Children who speak English as an additional language, learn English and use their home language in play. Staff are very inclusive and attentively celebrate children's cultural backgrounds and interests. Parents effectively help staff in identifying children's starting points in learning. Staff then, promptly start children's individual assessments and planning. They provide parents with regular information about children's learning. However, staff do not obtain information about children's achievements at home to fully enhance children's continuous learning at nursery.

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

Information about children's care needs and requirements is expertly exchanged with parents helping to ensure children's needs are met. The key-person system is exceptional and care practice is skilfully tailored to meet children's needs. Across the nursery, there is a strong focus on teaching children to be independent. For example, from early age children learn to manage their personal hygiene. Staff are great role models, effectively teaching children to have good manners and to be polite. They praise their achievements to boost their confidence and self-esteem. As a result, children behave exceptionally well. Staff promote children's social skills. For example, children participate in small- and large-group activities, and learn to cooperate with each other. Children effectively learn about personal safety as staff expertly challenge them during daily routines, play and activities to teach them skills. Staff have strong links with local schools and children are exemplarily prepared to start the next stage in their learning and development at school.

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

Staff confidently minimise risks to children by meticulously assessing play areas and outings. Managers are knowledgeable and provide great support for staff. Together, they closely track children's progress and promote their learning. Staff efficiently share policies with parents and introduce them to procedures in place. Parents complete regular questionnaires with their suggestions and views on practice. This directly contributes to the effective management of the nursery. Partnerships with the local authority and children's centres are strong, enabling staff to access additional support for children. Furthermore, reflective practice is secure and staff fully understand their roles and responsibilities. The requirements of the Early Years Foundation Stage are effectively promoted. As a result, children benefit from good standards of care and early education.

Setting details

Unique reference number	130549
Local authority	Hertfordshire
Inspection number	874890
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Building Research Establishment Ltd
Date of previous inspection	1 February 2011
Telephone number	01923 664421

The House That Jack Built Nursery was registered in 1993. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3 and 5. Sessions are Monday to Friday from 8am to 6pm, all year round, except for a week in December and bank holidays. The nursery supports children who speak English as an additional language. It provides funded early education for 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

