

Fairytales Day Nursery

The Meeting Hall, Sullivans Way, Elstree, Hertfordshire, WD6 3DG



Inspection date

27 October 2015

Previous inspection date

12 December 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The well-qualified staff have an astute understanding of how children learn and accurately assess their development. This helps them to provide a range of highly stimulating experiences that meet children's individual needs. All children make rapid progress in their learning and are exceptionally well prepared for school.
- Children play a key role in their learning and development. Staff carefully map younger children's interests to build a daily plan for each child. Pre-school children select roles and responsibilities for themselves each day, carrying them out happily. Children develop excellent self-esteem, are very self-assured and eager to learn.
- Staff develop remarkably strong partnerships with parents. They implement a wealth of ideas to support a shared approach towards children's care. Staff provide resources and ideas for parents to extend children's learning at home. All achievements made at home and current interests and events are included in the planned learning for each child.
- Staff provide extensive support to parents and children during settling-in periods. Children quickly form trusting relationships with their key persons and other staff. They are exceptionally confident and enthusiastic.
- Staff work in a commendable manner with other settings and all other professionals who support children. They share exceptionally detailed information and carefully follow any guidance provided. Their meticulous attention to working with supportive agencies ensures that disabled children and children with special educational needs make rapid progress in their learning.
- Staff use imaginative methods to help children to become socially aware. Popular storybooks are used to illustrate positive ways to behave. Children give their favourite characters positive attitudes, such as those that try hard or are kind.

What the setting needs to do to improve further

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

- consider expanding the range of opportunities for children to gain an even greater understanding of the links between the growth of foods they eat and their health and well-being.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers and discussed their findings.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the self-evaluation records. The inspector also looked at the policy folder, staff supervision and continuous professional development information, the induction process and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers and staff incorporate child protection throughout all areas of practice. They work together continuously to review the policies and practice in the nursery. They demonstrate excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Managers' insightful programme of performance management contributes significantly towards the quality practice and professionalism. Staff are committed to their own continuous improvement and the reflective practice in the nursery. Self-evaluation is extremely robust and includes the views of all staff, parents and children. Recruitment and induction are particularly strong. New staff undertake intensive evaluation within their probation period to ensure that the high-quality staff practice continues.

Quality of teaching, learning and assessment is outstanding

Staff have a precise understanding of the learning and development requirements of the Early Years Foundation Stage. Children enjoy stimulating activities each day. For example, babies compare wet and dry cornflour while pre-school children create and 'trap' clouds that they make inside jars. Staff plan meticulously and ensure that science experiments maximise the opportunities for mathematical development. They use children's enjoyment of reading and literacy to the full. Children create extensive displays to reflect their favourite storybooks. Pre-school children show advanced confidence and competence and write captions for their displays. Teaching is inspirational. For example, staff in the nursery room create exceptional activities that build on children's engagement with stories, such as making 'potions' to retell a story about a witch. Pre-school children demonstrate a sophisticated knowledge of space and planets. Having investigated a solar eclipse they continue to engage in group role play investigating gravity and space, and creating solar constellations and 'moon rocks'.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy learning new languages, such as Spanish. They sing in Spanish and enthusiastically perform action rhymes. Children are encouraged to respect each others' religion. Parents play an instrumental role in helping staff to plan activities to continue with celebrations that children observe at home, such as those in the Jewish and Muslim faiths. Staff offer children practical ways to rapidly extend their understanding of personal hygiene. For example, they carry out experiments to observe how mould grows on bread after it has been handled with either clean or dirty hands. Staff have identified the further potential to offer children enhanced opportunities to explore the links between the growth of foods and good health.

Outcomes for children are outstanding

Children are highly motivated and persist with activities. Staff provide activities that build and evolve to significantly enhance children's eagerness to learn. Managers' astute reviews of children's progress enable them to efficiently highlight any weaker areas in their learning. They then act swiftly to introduce activities that successfully support children's learning and so close any gaps.

Setting details

Unique reference number	EY431104
Local authority	Hertfordshire
Inspection number	853166
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	59
Name of provider	Fairytales Day Nursery UK Ltd
Date of previous inspection	12 December 2011
Telephone number	07957106785

Fairytales Day Nursery was registered in 2011. The nursery employs 13 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 and there are three members of staff who hold appropriate qualifications at level 5 and 6. The nursery opens each Monday to Friday all year round. They are closed for bank holidays and for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children. They provide care for disabled children and children with special educational needs.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

