

# Kidstuff Day Nursery and Bottoms Up Baby Unit

299 Shenley Road, Borehamwood, Herts, WD6 1TH



<b>Inspection date</b>	9 February 2016
Previous inspection date	8 January 2014

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

## Summary of key findings for parents

### This provision is good

- The well-qualified staff use purposeful teaching methods. They provide a range of experiences that meets children's individual needs and builds on their interests.
- Leadership is strong. The manager and her team have made significant improvements since the last inspection. They have diligently addressed actions and recommendations made previously. The commitment to continuous development is evident. Staff contribute towards the self-evaluation. Detailed action plans aid ongoing improvement.
- Staff work in close partnership with parents and other professionals involved in supporting children. They carefully follow any guidance given and complete clear reports where necessary. This helps to ensure that disabled children and those with special educational needs make good progress in their learning.
- Staff complete comprehensive risk assessments. They carefully plan any outings away from the premises. Staff record all preparations for any trip in detail to show the steps they have taken. This helps them to minimise risk for children.

### It is not yet outstanding because:

- Staff do not work as effectively as possible with all other settings that children attend to ensure continuity in their learning and enhance progress further.
- Staff do not always make the best use of information from parents about their children's achievements at home, in order to enrich the planning of activities so that they make rapid progress.
- On occasions, the environment and activities in the baby room are not stimulating enough to keep all children highly motivated and interested.

## What the setting needs to do to improve further

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

- extend the partnerships with other childcare settings that children attend to more effectively support continuity in their learning
- make better use of ongoing information from parents about their children's learning and development at home
- enhance the learning environment for babies to help raise the level of their achievements.

### 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 manager and discussed their findings.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff, and the provision's self-evaluation and policies.
- The inspector spoke to a large selection of parents during the inspection and took account of their views.

### Inspector

Lynne Talbot

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms that cause concern about children's welfare and how to report them. They supervise children carefully to make sure they are safe at all times. The manager applies a programme of performance management which contributes to the ongoing quality of practice. For example, peer observation is used effectively to drive a focused training plan. Staff are committed to their own development and attend training frequently. They have broadened their knowledge, for example, in working with two-year-old children, as well as outdoor learning. All staff have completed training aimed at managing children's feelings and behaviour. This means they are more equipped to support children's personal and social development. Procedures for staff recruitment and induction are robust. New staff are supported well through mentoring arrangements and a detailed probation agenda.

### Quality of teaching, learning and assessment is good

Staff complete detailed planning to ensure that the learning programme is varied and builds on the observations they have made of children's learning. Children enjoy fun-filled music, rhyme and dance sessions. This is one way that staff support children's speech and language skills. Children play with a wide selection of materials to help them read, write and draw, both indoors and outside. They use puppets to re-tell stories together. These activities help to enrich their interest in literacy. Staff provide tactile materials, such as dried pulses, glitter and sequins, and planting activities to stimulate children's interest. Pre-school children carry out simple science experiments and are fascinated with their discoveries.

### Personal development, behaviour and welfare are good

Staff provide a series of short visits to the setting to help parents and children during settling-in periods. Children show that they feel secure. They move eagerly between well-resourced areas and demonstrate a clear motivation to learn. Children seek out staff to include them in their play, chatting and excitedly sharing their news. Babies demonstrate their contentment and make good progress. However, the baby room does not always offer the same stimulating, accessible environment as other rooms, to help babies learn in the most effective way. Staff embrace opportunities to explore a range of cultures and languages with children. Parents translate key words and provide information that helps staff to plan activities that recognise their special days. These are some ways that staff help children to broaden their understanding of diversity beyond their immediate family.

### Outcomes for children are good

All children, including disabled children and those with special educational needs, as well as those who speak English as an additional language, make steady or good progress given their starting points. The room leaders and the manager review children's progress closely to ensure that any gaps in the attainments of children are closed. They assess the information gathered by staff using focused observations and assessments. This helps to ensure that children acquire and practise the skills needed for the next step in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY254839
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1032271
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	106
<b>Name of provider</b>	The Borehamwood Nursery Ltd
<b>Date of previous inspection</b>	8 January 2014
<b>Telephone number</b>	02089530077

Kidstuff Day Nursery and Bottoms Up Baby Unit was registered in 2003. The provision employs 22 qualified members of staff. Staff hold appropriate early years qualifications at level 2, 3, 4, 5 or 6. One member of staff has Qualified Teacher Status. The manager has Early Years Professional status. The provision opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. They support children who speak English as an additional language. The provision also provides care for disabled children and those 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

