

Berry Lane Nursery

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



Inspection date

12 May 2016

Previous inspection date

9 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager provides good opportunities for staff to continue to extend their professional development. Since the last inspection, she has implemented regular and highly effective supervision and appraisal meetings that enable staff to identify their own strengths and areas for improvements.
- Children learn about appropriate ways in which to behave because staff are consistent in their approach to behaviour management. Children demonstrate a good understanding of what is right and wrong. For example, they confidently tell their friends that they must share and take turns during their play.
- Children's safety is well supported and staff give safeguarding their highest priority. Staff promote children's understanding of their personal safety during day-to-day activities, such as when they engage in working with real wood. Children skilfully and carefully use real tools as they hammer nails and drill screws into wood.
- Staff have strong partnerships with parents and other providers of the early years foundation stage, and good relationships with other professionals. They consistently share information and work closely together to support children and their families. They successfully promote children's overall care and well-being.

It is not yet outstanding because:

- On occasions, staff do not recognise how activities can be adjusted further to present even more challenge for older or most-able children.
- The tracking of children's progress is not regularly focused on assessing how well specific groups of children are achieving.

What the setting needs to do to improve further

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

- adapt activities to provide higher levels of challenge for older and most-able children
- refine the system for analysing progress so that it gives a clear picture of the achievements made by specific groups of children, in order to sharpen planning where necessary.

Inspection activities

- The inspector looked at a range of documentation, including the safeguarding policies and procedures, and she viewed a sample of children's observation and assessment records. She also reviewed the provider's self-evaluation record and discussed other methods of reflective practice.
- The inspector observed a planned activity and jointly evaluated this with the nursery manager.
- The inspector spoke to a number of parents during the inspection and read other parents' comments in written documentation, taking account of their views.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also spoke to children and staff at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend child protection training that enables them to identify possible signs of abuse and neglect at the earliest opportunity. They know the procedures to follow if they have concerns and how to respond in a timely and appropriate way. Effective recruitment and induction procedures are in place to ensure that all staff working directly with children are suitable to do so. The manager has implemented effective monitoring systems to coach and support staff so that teaching practice is consistently good. All staff complete peer observations on each other to help them develop and improve their teaching skills. Qualified staff are good role models, demonstrating good quality teaching to less experienced staff. The manager and her staff team work together to evaluate the nursery and promote continuous improvements.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments that enable them to effectively track children's progress. However, the tracking of progress for specific groups of children is not yet regular enough to focus on the achievements and progress they are making, in order to refine planning. Staff plan a wide range of activities and experiences that links to children's interests. For example, children are fascinated by superheroes. Staff encourage this by providing capes and masks and promote children's imagination as they become different characters. Children explore a broad variety of media and materials, inside and outside. They have fun while they mix and mould mud in the outside kitchen, using saucepans and utensils as they pretend to cook for their friends. Children's communication and language development are promoted well. Staff use probing questions that support and encourage children to think further during their play. However, on occasions, planned activities are not adapted to provide greater challenge for the most able children.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are encouraged by warm and friendly staff. Children are confident and independent and have built strong friendships with children and staff. The key-person system is implemented well. Key persons support children and their families through an effective settling-in period and ongoing communication is consistently promoted. Children learn about healthy lifestyles and the importance of good health. For example, staff remind them to have regular drinks on warm, sunny days.

Outcomes for children are good

Children are making good progress and gaining the necessary skills to be ready for school, or the next stage of their learning. Staff understand children's starting points and capabilities and they support them well. Planning focuses on all areas of learning and incorporates children's next steps in learning. Children are well motivated. They excitedly record how far their cars reach as they roll down the tubes, by drawing lines to represent the lengths on their clipboards. Staff help children to develop strong mathematical skills and they introduce words, such as furthest and longest, during activities.

Setting details

Unique reference number	EY297245
Local authority	Hertfordshire
Inspection number	1027551
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	29
Name of provider	Pamela Elliott
Date of previous inspection	9 September 2015
Telephone number	01923 721213

Berry Lane Nursery was registered at its current premises in 2005. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including the manager who has early years professional status. The nursery opens Monday, Wednesday, Thursday and Friday, from 9am to 3pm and on Tuesday from 9am to midday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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