

Royston Day Nursery

3 Lumen House, Lumen Road, Royston, SG8 7AG



Inspection date	20 September 2016
Previous inspection date	4 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are sensitive to children's emotional needs. They recognise when children need comfort and reassurance. Staff give new children lots of one-to-one time to help them feel settled and ready to join in with the activities.
- Parents speak highly of the nursery. They say staff are caring and offer children plenty to do. Parents are well informed about children's progress. The nursery staff invite parents to open days, parents' evenings and charity events. These events help to engage parents in children's learning and promote good relationships.
- Children benefit from the opportunities to learn outdoors. They enjoy the freedom to choose where they play, getting lots of fresh air. Staff effectively plan for children's outdoor learning.
- Staff effectively assess children's stage of development. They compare children's achievements with the typical expectations for their age. Where children have gaps in their learning, staff put in place strategies to help them to catch up with others.
- The managers know the nursery well. Where there is variation in the quality of teaching managers are aware of this and work to help staff improve the provision for children.
- Staff are well supported to develop their skills, with bespoke workshops. They have opportunities to attend extended courses in order to improve their qualifications.

It is not yet outstanding because:

- Staff are not always quick enough to implement the planned next steps in learning from their assessments in order to help children make progress as rapidly as possible with their speaking and listening skills.
- Staff do not always request enough detail from parents about routines and what children know and can do when they first attend the nursery.

What the setting needs to do to improve further

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

- review and improve the speed at which next steps in learning are implemented in order to help children make progress as rapidly as possible with their speaking and listening skills
- seek more-detailed information from parents about routines and what children know and can do when they first attend the nursery.

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 two joint observations with the nursery manager.
- The inspector held meetings with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, read letters they had sent in and took account of the views expressed.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have secure knowledge of what to do should they have concerns about any child in their care. Managers have experience of putting their child protection and safeguarding training into practice. Managers are well organised and maintain appropriate records to ensure the smooth day-to-day running of the nursery. They help staff to understand their role and responsibilities, using a thorough induction programme. Managers provide ongoing support to staff through supervision and training to ensure they understand the latest requirements. Managers track the progress of all children. They share tracking information with staff, in order to help them to focus on supporting children in the most needed and appropriate way. Staff work with other professionals to support children's ongoing learning and progress.

Quality of teaching, learning and assessment is good

Staff support children to follow their own interests. They use a wide variety of activities and resources to help children to learn as they play. Babies enjoy the freedom to explore their environment. They investigate the resource boxes, discovering the different sensory toys. Children are delighted with the sounds they can make with mechanical toys. They sit with staff to look at picture books. Children point to the pictures in the book and talk about what they see. Children experiment with paint using brushes to make patterns. Staff help them to identify the colours and shapes that they create. Older children enjoy using the crayons to make rubbings. They demonstrate how they can make a pattern by covering rough surfaces with paper and rubbing over the top with a wax crayon. Staff make regular observations of children's play and use what they see to assess children's stage of development. The team frequently shares children's achievements with parents. This helps them to stay informed about children's learning and to try activities at home.

Personal development, behaviour and welfare are good

Staff effectively support children to learn how to behave well. They encourage them to share and take turns. Staff are good role models for children showing them how to get along with others and to use good manners. Children show they feel happy and secure at the nursery. After initial settling-in periods, they express their positive feelings towards staff as they invite them to join in their play and give them small gifts, such as pictures they have drawn. Children eat well-balanced meals and snacks. They have good opportunities for rest as well as time for being energetic. Staff have created a stimulating play environment in the much extended nursery building.

Outcomes for children are good

Children make good progress. Staff support them to gain valuable skills that help them in the next stage of their learning, such as starting school. Children acquire a good knowledge of letters and sounds. They are confident in using numbers for counting. Children are independent and thoroughly enjoy taking responsibility for themselves, such as washing their hands and helping with small tasks.

Setting details

Unique reference number	EY474157
Local authority	Hertfordshire
Inspection number	1072664
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	134
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Date of previous inspection	4 August 2014
Telephone number	01763448099

Royston Day Nursery was registered in 2014. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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