

Boys & Girls Nursery (Rickmansworth) Limited

Greville House, Chorleywood Close, Rickmansworth, Hertfordshire, WD3 4EG



Inspection date	21 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Children are not fully safeguarded. Not all staff have a secure understanding about the procedures they need to follow if they are concerned about children's welfare. They are not able to confidently discuss whistle-blowing procedures and several are unaware of current safeguarding legislation.
- The management team does not quickly minimise some hazards to children. The key-person system is inadequate. Key persons for children change often.
- The quality of teaching is variable. The monitoring of staff performance is not effective to ensure all staff know how to build on their skills to successfully engage children. Different groups of children are not consistently well supported to enhance their learning.
- The observations and assessments of children's progress are inconsistent. In most rooms, they do not accurately show children's progress. Staff do not effectively plan for the next steps in their learning so that each child is challenged and supported.

It has the following strengths

- Babies are well cared for. Staff are attentive to their needs, they provide lots of cuddles and reassurance. Staff in this room identify babies' starting points well so that they can plan for their next stages in learning. They frequently share information with parents about their children's day.
- Transitions to school are well managed. Teachers are invited to meet the children before they start. Activities, such as dressing up in school uniform, help children to become familiar with their new routine.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve staff's understanding of their roles and responsibilities, such as safeguarding procedures, including knowledge of external agencies in the event of whistleblowing and current safeguarding legislation 	28/10/2016
<ul style="list-style-type: none"> ■ ensure that risk assessments are completed throughout the day and all reasonable steps to remove, minimise and manage risks are taken, with particular regard to the internal door that can easily be opened by children and the poor lighting in a nappy changing area 	07/10/2016
<ul style="list-style-type: none"> ■ improve the key-person system so that children have a settled relationship with staff and ensure parents are well informed about who the key person is for their child 	28/10/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching to ensure that all staff have the necessary skills to plan and provide a good range of quality learning experiences that is reshaped as necessary and that is challenging but achievable for all children 	28/10/2016
<ul style="list-style-type: none"> ■ improve the use of observation and assessment to monitor children's progress and to plan challenging activities based on children's individual needs, interests and stage of development so that they consistently make good progress in their learning 	28/10/2016
<ul style="list-style-type: none"> ■ monitor staff performance more closely, swiftly tackle any underperformance and make sure that children receive consistently high-quality teaching and experiences to help them make good progress 	28/10/2016
<ul style="list-style-type: none"> ■ improve the support for children who speak English as an additional language; ensure staff provide opportunities for children to develop and use their home language and use appropriate strategies to help them learn English 	28/10/2016
<ul style="list-style-type: none"> ■ develop the communications with other professionals so that the support provided to children who have special educational needs or disability is improved. 	28/10/2016

Inspection activities

- The inspectors observed activities in the indoor and outdoor play areas.
- The inspectors spoke with the provider, the manager, the area manager and staff working with the children. This was carried out at convenient times throughout the inspection.
- The inspectors carried out joint observations with the area manager and with senior staff members of the team.
- The inspectors spoke to some parents at collection times and took account of written views expressed by them.
- The inspectors checked evidence of suitability and qualifications of staff working with children. They also sampled a range of documentation, including children's records and the safeguarding policies and procedures.
- The inspectors held a meeting with the provider and the senior management team.

Inspector

Maura Pigram and Rebecca Williams

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Several staff, both established and new, do not know about the external agencies that they need to contact if they are concerned about children's welfare. Potential hazards to children are not quickly managed. For example, an internal door that is easily opened by children and poor lighting in a nappy changing room pose a risk to children. This compromises children's safety. The leadership team follows clear recruitment procedures and new staff have an induction so that they are familiar with how the nursery operates. Supervision and appraisal meetings are carried out, but are not effective in supporting staff to improve their teaching skills. The senior staff team monitors the quality of teaching practice and makes action plans. However, staff working in the rooms do not have easy access to these so that they can improve their practice. Staff complete training modules, such as food hygiene, and are also encouraged to complete relevant childcare qualifications. Self-evaluation is not effective in ensuring that all legal requirements are met.

Quality of teaching, learning and assessment is inadequate

Staff often take on a supervisory role rather than helping to extend and support children's learning. This is evident in the pre-school room and in both toddler rooms. One-to-one support is provided to children who have special educational needs or disability and specialist professionals visit the nursery regularly. However, staff do not always share what they know about the child. Furthermore, teaching tools available are not consistently used to help children make progress. Children who speak English as an additional language are not well supported to develop their understanding and communication in either their home language or in English. Staff are not always aware about different children's backgrounds. Children take part in a variety of child-led and adult-led activities. They enjoy taking part in the regular mystery reader sessions. These involve parents and carers coming into the nursery to read popular stories or to share events that are special to them. Staff set up lots of sensory play activities, such as exploring paint and making autumn pictures. Babies enjoy learning how to operate interactive toys. Staff sit alongside them and encourage new skills, such as rolling and standing. However, at times, children's concentration on a task is interrupted. For example, some staff pick them up to sit on their knee without using any communication or eye contact. Outdoors, children dig, climb on crates and play imaginatively, such as pretending to wash the baby dolls. Again, many staff tend to take on a supervisory role and miss opportunities to challenge and extend children's learning.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding and the safety of the premises have a negative impact on children's safety and well-being. The key-person system is not effective. Therefore, children do not develop a settled relationship with a particular member of staff. Some parents are not always aware of the identity of their child's key person. As a result, they do not have the opportunity to develop a good relationship with them so that they can work together to support their children. However, some children do develop close relationships with particular members of staff. Babies are cuddled and home routines are

followed so that they feel secure. The organisation of the younger children's rooms and some activities, such as separate group in close proximity, contribute to high noise levels. This is distracting for some children. Younger children's interests are well known but are not well used to help them become engaged in their surroundings. Children have opportunities for physical activity and gain fresh air during allocated sessions outdoors. Older children are well behaved. They know about the golden rules and are awarded certificates for following these. This helps to promote their self-esteem. Meals are freshly prepared on the premises and a nutritionist delivers advice to children and parents.

Outcomes for children are inadequate

Not all children are making sufficient progress from their starting points. They are not prepared well enough for their overall learning in school. This includes children who speak English as an additional language and children who have special educational needs or disability. Weaknesses in the quality of teaching and assessment mean that gaps in children's learning are not being effectively identified and narrowed. Children take part in story sessions to help support their early interest in reading. They learn to manage their own personal care needs in readiness for the move on to school.

Setting details

Unique reference number	EY478206
Local authority	Hertfordshire
Inspection number	987950
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	135
Name of registered person	Boys & Girls Nursery (Rickmansworth) Limited
Registered person unique reference number	RP903355
Date of previous inspection	Not applicable
Telephone number	01923770045

Boys & Girls Nursery (Rickmansworth) Limited was registered in 2014. The nursery employs 37 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. Six staff members hold appropriate early years qualifications at level 2. The nursery school opens from Monday to Friday all year round except for bank holidays. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. The nursery also supports children who have special educational needs or disability.

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