

# Playschool Nursery St Albans



Playschool House, Alma Road, St Albans, Hertfordshire, AL1 3AR

<b>Inspection date</b>	7 December 2016
Previous inspection date	1 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 owners have implemented robust changes to ensure all of the actions set at the last inspection have been addressed and that all legal requirements are now met. They have reviewed the practice and implemented comprehensive action plans to improve support for children who attend the nursery.
- Children are supervised well. Their safety is enhanced because staff carry out effective risk assessments to help ensure that the premises and equipment are safe, clean and in good condition. This helps to reduce the risk of cross-infection.
- Children of all ages are confident, enthusiastic learners who relate well to each other. Behaviour is good and they learn to be considerate of one another as they play.
- The quality of teaching in the nursery is consistently good or better. Staff use probing questions to encourage older children to think for themselves and solve problems. This helps them to make good progress in readiness for school.
- Staff work closely with parents to share information about children's care and development. Parents of babies tell staff about children's development at home and agree next steps for their child's learning.

### It is not yet outstanding because:

- At times, staff do not provide younger children with a wide range of imaginative opportunities to take part in creative play.
- Staff do not make the most effective use of the information gained from assessment of children's progress to identify precise next steps in their learning and plan to support children to make rapid progress.

## What the setting needs to do to improve further

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

- extend the range of varied and imaginative experiences for the youngest children to take part in creative play to support their rapid progress
- make more effective use of rigorous assessments of children's progress so that more precise next steps in their learning are identified and planned for to support children to make rapid progress.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors completed joint observations with one of the nursery owners and the deputy manager.
- The inspectors talked to staff and children at appropriate times during the inspection.
- The inspectors held a meeting with the nursery owners. They looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspectors spoke to some parents during the inspection, took account of their views and reviewed parent questionnaires.

### Inspector

Valerie Fane and Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their knowledge of the possible signs of abuse and the procedures to follow if they were to have concerns about a child. They attend training regularly and have a secure understanding of current legislation. They monitor children's attendance and explain the action needed if they have concerns about unexplained absences. The owners implement robust employment procedures, which help to ensure all staff are suitable to work with children. The new deputy manager uses supervision meetings effectively. She reviews staff's practice and identifies training needs, such as better use of assessments to support children's progress. All staff are supported to gain or extend their qualifications to enhance their practice and continue to raise the quality of teaching in the nursery. Staff monitor the progress of groups of children. They have used the information gained to ensure that they cover all areas of learning to support children to make good progress.

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

Staff plan effectively and support children as they initiate their own learning. Staff skilfully extend children's play. Younger children practise their emerging physical skills as they stack the toy traffic cones. Staff encourage children to count the cones. This helps to support their mathematical development. Older children build a curved balance trail and are engrossed in their learning. Staff adeptly encourage them to think about how to join the pieces together to make the trail. They extend children's learning as they set them a challenge to try to use a bat to roll a ball along the side of the trail. They give plenty of praise, which helps to enhance children's growing self-esteem.

### Personal development, behaviour and welfare are good

Children develop secure relationships with their key person and are confident learners. Babies settle quickly and enthusiastically receive cuddles from staff. Children develop very good awareness of their personal safety. Older children help to risk assess the outdoor area each morning, identifying hazards, such as slippery leaves. Staff talk to children about the importance of exercise and provide them with regular opportunities to play and learn outdoors. Children eat healthy, nutritious meals and snacks and develop independence in their self-care. Mealtimes are social occasions in all rooms. Staff encourage babies to feed themselves with a spoon and older children serve their own food. Children confidently implement good hygiene routines and tell staff why they need to wash their hands after using the toilet.

### Outcomes for children are good

All children make good progress in their learning. Older children enthusiastically join in large-group activities that help to extend their learning. They enjoy singing favourite songs about Santa being stuck up the chimney. This is one of the ways in which staff support children to develop their communication skills. Children practise counting skills and develop their awareness of numbers during daily routines. For example, they count the number of children and adults in their group and then add the numbers together.

## Setting details

<b>Unique reference number</b>	EY438929
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1067586
<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>	90
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Playschool Nursery (St Albans) LLP
<b>Registered person unique reference number</b>	RP531207
<b>Date of previous inspection</b>	1 August 2016
<b>Telephone number</b>	01727844477

Playschool Nursery St Albans is one of a group of three nurseries that are privately owned. It was registered in 2011. The nursery employs 21 members of childcare staff, including the providers. Of these, 17 hold appropriate early years qualifications at level 2 or above. The two providers both hold early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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