

# Babylake Ltd T/a Mini Monsters



1 Bennetts Gate, HEMEL HEMPSTEAD, Hertfordshire, HP3 8EW

<b>Inspection date</b>	21 December 2016
Previous inspection date	16 August 2013

<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

- Staff promote children's learning during interesting and challenging activities. For example, babies learn greeting words as they play with toy phones. Toddlers enjoy singing and copying the actions in nursery rhymes. Children progress well.
- Staff are good teachers and skilfully challenge children's skills across all areas of learning. For example, older children enjoy making up stories while building sandcastles with staff. Pre-school children use maps to plan their walk, then they create a puppet show for staff on their return. Children are confident learners.
- Staff strategically plan for children's outdoor and physical play. Children enjoy daily walks to parks, play areas and shops. They exercise in the newly developed 'Monster room', an indoor play area with large playground equipment. Children also enjoy weekly activities, such as football and dance.
- Staff are inclusive and teach children about different cultures and festivals. Children's backgrounds, religions and home languages are celebrated across the nursery. They learn about their local community and develop good social skills.
- Staff complete daily risk assessments of each room to ensure that children play in safety. Daily walks and outings are meticulously planned. Children know what is expected from them and effectively learn to keep safe.

### It is not yet outstanding because:

- Staff do not consistently share information about children's learning with other settings that they attend. This does not best support continuity of care and learning for children if they attend more than one provision.

## What the setting needs to do to improve further

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

- exchange regular information about children's learning with other settings that they attend to fully promote the continuous support that children receive in their care and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the nursery manager and staff. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery, their qualifications and training.
- The inspector discussed the process of self-evaluation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff participate in training and are secure in their knowledge of child protection. They are confident about the signs of abuse and know the steps to follow to keep themselves and children safe. Policies and procedures are in line with current legislation and shared with parents. Reflective practice involves staff and parents. The manager monitors staff's suitability and supervises their teaching and care routines. Qualified staff benefit from the manager's coaching and from regular training. They demonstrate a confident capacity to develop practice, work with the local authority and complete regular audits and projects. For example, the 'Monster room' was developed to boost children's learning opportunities. Staff skilfully invest additional funding to support children's needs. Children are safe and make good progress.

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

From the early days, staff work closely with parents to share information about children's learning and interests. They effectively identify children's starting points and continuously evaluate their learning needs. Staff support children who have special educational needs and disabilities. They benefit from staff's strong links with external professionals, additional assessments and equipment to support their needs. Staff provide good support for children who speak English as an additional language. These children swiftly learn English and use their home language at nursery. Qualified staff provide children in all rooms with well-resourced play areas and age-appropriate toys. Children lead their play and eagerly engage in adult-led activities, such as reading, singing, and small- and large-group discussion. Staff are good teachers and children learn and develop skills well.

### Personal development, behaviour and welfare are good

All children have a key person who actively engages with parents to promote children's well-being. Staff understand children's needs and tailor practice to ensure these are met. Children from very young age settle well and form strong bonds with staff and others. Staff and parents work together to support children's emotional development. Children's achievements, efforts and ideas are celebrated with praise and they behave well. Staff effectively promote children's independence during routines and activities, and children are confident and self-assured. Meals are nutritious and freshly prepared. Staff effectively support children in learning to manage their personal needs and hygiene. They are attentive towards children, who are comfortable and happy throughout the nursery.

### Outcomes for children are good

Children engage well in purposeful activities, make their own choices and learn with staff. For example, older children choose to use blocks in addition to painting tools to print shapes on the paper. They are curious and enjoy investigating. Children's interests are promoted well. For example, toddlers play with dolls while staff support them in learning to share and take turns with toys. Gaps in children's learning are promptly narrowed. For example, young children are encouraged to choose their favourite books for story time to ensure they engage in reading sessions. Children are effectively supported in developing their skills across all areas of learning in preparation for school.

## Setting details

<b>Unique reference number</b>	EY407318
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1065499
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Babylake Ltd
<b>Registered person unique reference number</b>	RP529618
<b>Date of previous inspection</b>	16 August 2013
<b>Telephone number</b>	01442 261 651

Babylake Ltd T/a Mini Monsters was registered in 2010. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, 3 or above, including two members of staff with degree in early years and the manager who holds early years professional status. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round. It offers before- and after-school clubs and also a holiday club. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities and children who speak English as an additional language.

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