

Boys & Girls Nursery (Rickmansworth) Limited

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



Inspection date	27 January 2017
Previous inspection date	21 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 ambitious management team has made significant improvements since the last inspection and successfully addressed the previously raised actions. For example, staff regularly refresh their knowledge of safeguarding and complete ongoing risk assessments. This ensures children are cared for in a safe and secure environment.
- Self-evaluation includes a strong focus on listening to the views of all those involved in the nursery to support continuous improvement. Some of the ways this is achieved are through email communication, external evaluations, meetings and questionnaires.
- An effective key-person system and settling-in process helps children to form secure attachments with the adults who take care of them, gaining comfort and reassurance as needed. Key staff share relevant information about each child as they move on to the next room, helping children to quickly feel settled in their new surroundings.
- Staff use a range of strategies to teach children appropriate ways to behave. For example, during a planned activity, they talk to children about the nursery golden rules. Children know they must use gentle hands, listen with their ears and walk indoors.

It is not yet outstanding because:

- Although the provider uses a way to track children's progress, this is not yet refined enough to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.
- Parents are not always informed about children's next steps in learning and how to support these at home.
- Staff occasionally interrupt children who are engaged in their chosen play.

What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of children
- explore further ways to include parents in extending children's learning at home
- minimise interruptions to children who are engaged in their chosen play.

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 spoke with staff and children during the inspection. The lead inspector spoke to an outside professional who provides additional support to children.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the senior management team, including the nursery manager and provider. They looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspectors spoke with a number of parents during the inspection and took account of their views. They looked at recently completed feedback from both staff and parents.

Inspector

Rachel Pepper and Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust induction procedures and regular ongoing training ensure that all staff have a thorough knowledge of child protection issues. They are aware of the earliest signs and symptoms that may indicate abuse and know the appropriate action to take. The nursery has experienced a high number of staff changes and these have been managed well. The management team closely monitors staff practice through regular supervision and appraisal meetings and is swift to tackle underperformance. Staff feel valued in their role and are eager to develop new skills, with many currently being supported to gain further qualifications. Staff take a proactive approach to developing links with local schools. For example, they invite the new teachers in to meet the children who are preparing to move on to school and provide information about each child's progress. This helps promote continuity for each child.

Quality of teaching, learning and assessment is good

Staff have embraced the new system of planning and have a good knowledge of how to consistently support children's learning through the activities they provide. They make regular observations and assessments of children to ensure they are working within the range of development typical for their age. Parents contribute to children's initial assessments. Staff note children's interests and suggest narratives for their play, helping to enhance their engagement. They listen perceptively to children, introduce them to new words, such as crumble and soft, and provide explanations to improve their learning. Staff work cooperatively with outside agencies to tailor individual plans for children identified as needing support. For example, they are currently focusing on helping children to increase their levels of social interaction and use suggested visual aids as prompts.

Personal development, behaviour and welfare are good

The indoor and outdoor areas are stimulating and welcoming. Parents say children enjoy their time at the nursery and are keen to attend. Staff provide good opportunities for children to access fresh air and exercise. Indoors, children jump high and crouch down low as they eagerly take part in action songs. Outdoors, children take on the role of rescue dogs during imaginary play. They actively jump in and out of moveable crates to respond to pretend emergencies, such as nearby volcanoes erupting. The menu is devised by a nutritionist and prepared daily by a resident chef. In addition, staff have a very good knowledge of children's dietary requirements and strictly adhere to these. These are some of the many ways in which children's healthy lifestyles are promoted.

Outcomes for children are good

All children make good progress given their starting points. They are keen to learn and confident to make choices from the available activities. Children show curiosity as they explore the texture of paint, rice and wet clay with their fingers. They enjoy listening to favourite stories and develop an early interest in mathematics. They count straws as they carefully position them in soft dough and eagerly work with staff to solve simple problems. Children are well prepared for the move on to school.

Setting details

Unique reference number	EY478206
Local authority	Hertfordshire
Inspection number	1074955
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	154
Name of registered person	Boys & Girls Nursery (Rickmansworth) Limited
Registered person unique reference number	RP903355
Date of previous inspection	21 September 2016
Telephone number	01923770045

Boys & Girls Nursery (Rickmansworth) Limited was registered in 2014. The nursery employs 33 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. This includes one member of staff with qualified teacher status. The nursery 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 and children who have special educational needs or disabilities.

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