

# Flower Pots Day Nursery (Apsley)

39 London Road, Hemel Hempstead, HP3 9SP



## Inspection date

10 February 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff have exceptionally close working partnerships with parents. Their input in children's learning and development is highly valued. Staff keep parents consistently well informed about their children's achievements and their next steps in learning. Parents are provided with a wide range of innovative ideas to use at home to support their children's excellent progress.
- Children have built very close attachments with their key person. They are extremely happy in the nursery and demonstrate that they feel safe in the staff's care. Children flourish in confidence and have high levels of self-esteem.
- Children have a wealth of opportunities for fresh air and exercise. Children enjoy playing with the extensive range of outdoor toys and equipment. They skilfully negotiate their way around each other when riding push-along bicycles. They also enjoy trips to the local supermarket and choose healthy food for their snacks.
- The management team is truly inspirational. Very high expectations motivate staff to continue to provide the highest quality of teaching. Staff work closely with management to evaluate and reflect on practice. The important views of parents and children are gathered frequently and these are incorporated into new plans.
- Staff provide an exceptional range of highly challenging activities for children. This inspires them to explore their own ideas. Children fully engage in learning opportunities and staff build on their already excellent knowledge to support them to develop even further. For example, staff challenge children to solve problems for themselves.
- Children's mathematical development is fully promoted. For example, older children add numbers together and younger children count confidently.

## What the setting needs to do to improve further

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

- extend the already excellent provision in place when sharing information with other settings that children attend, to maintain and further enhance continuity of care and learning.

### 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 spoke with staff and children during the inspection.
- The inspector observed and discussed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager and deputy managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The management team puts safeguarding at the heart of everything it does at the nursery. Staff have extensive knowledge about the signs and symptoms of abuse. They know who to contact in their local authority to share any such concerns. Staff attend yearly safeguarding training to keep themselves updated and they frequently discuss any concerns and seek advice when necessary. Highly robust systems are in place to observe staff practice. These help to precisely inform regular supervision meetings. Staff identify their own weaknesses and receive regular training to develop and enhance their skills and knowledge even further. In frequent meetings they share information from training to build on their excellent practice to continuously improve the quality of teaching offered to children. Assessments of children's learning are frequently reviewed. This ensures gaps in learning are rapidly identified and targeted support is implemented. Any gaps in learning close very quickly. Staff understand the importance of continuing to build on the already excellent working relationships they have with other settings that children attend.

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

Staff are well qualified and their knowledge and skills are reflected in the high-quality experiences offered to children. They have high expectations of the potential for each child to achieve. Staff creatively adapt activities to capture children's individual interests. For example, staff write the letters of the alphabet on building bricks to spark children's interest in learning how to spell their own name while building a tower. Through staff's inspiring interactive story sessions, children learn many stories and can retell these for themselves. They really enjoy acting out a favourite story and negotiate between themselves as to who will have what role. Staff support children to learn key quotes from stories, which they use during their play.

### Personal development, behaviour and welfare are outstanding

Children rapidly develop their independence skills. For example, when children hear the tidy-up time music they put toys away without prompts from staff. They behave exceptionally well. Children are very kind and thoughtful to each other, such as when they negotiate and share toys between themselves without the need of staff support. Staff skilfully utilise mealtimes to talk to children about food that is good for them. Children learn that some food they only have as treats. Excellent hygiene practices are in place. They know to wash their hands before meals and after outdoor play without being reminded.

### Outcomes for children are outstanding

All children are making rapid progress from their starting points. Children are very eager learners. They are exceptionally well prepared for their next stage in learning and for their move on to school. Children enjoy pretending to cook food for their friends using real food. They develop their imaginative skills as they pretend to feed and dress the toy dolls. Younger children express their delight as they achieve a new goal, such as taking some steps while holding onto a walker.

## Setting details

<b>Unique reference number</b>	EY486973
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1006747
<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>	80
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Flower Pots Day Nursery Partnership
<b>Registered person unique reference number</b>	RP904911
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01442 269060

Flower Pots Day Nursery (Apsley) was registered in 2015. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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