

# University Day Nursery

University of Hertfordshire, College Lane, HATFIELD, Hertfordshire, AL10 9AB



<b>Inspection date</b>	14 February 2017
Previous inspection date	4 September 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

- The provider places a strong emphasis on supporting the individual needs of every family who uses the nursery. For example, she provides resources through home learning bags to assist parents in helping children through times of change, such as welcoming a new sibling or coping with the upset of a family bereavement.
- An effective key-person system and settling-in process help children to develop secure attachments to staff and quickly feel safe in their new surroundings. Babies like cuddles and being held. As children move on to the next room, this is managed seamlessly by attentive staff who ensure the emotional needs of each child continue to be met.
- Communication and language are promoted well. Babies enjoy listening to staff as they use rhythmic patterns in rhyme. Staff use clear pronunciation and introduce children to new words during activities, helping to extend their developing vocabulary.
- Staff encourage all children to develop self-help skills and provide appropriate levels of support. Young children show a desire to help with dressing and hygiene routines. Older children lay the table for tea and competently serve their own meals.
- Parents have only high praise for the nursery and are keen to share their compliments. They say that all staff are approachable and they feel their contributions to children's learning are valued and used well. For example, many explain how they complete weekend books which staff then use to engage children in group discussion.

### It is not yet outstanding because:

- The provider is not making the best possible use of the supervision meetings to monitor and evaluate staff's practice. There is sometimes too little focus on raising the overall quality of teaching to the highest level.
- Although there are plentiful opportunities for play and activities outside, some aspects of the outdoor area are less inviting for the older children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- strengthen the focus on monitoring and evaluating staff's practice in supervision meetings to help raise the overall quality of teaching to the highest level
- enhance the experiences for older children who choose to spend time outside, so that all aspects of the outdoor provision are stimulating, enjoyable and capture their interest and curiosity.

### 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 completed a joint observation with the nursery provider.
- The inspector held a meeting with the nursery provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions on the day and written feedback provided.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management is good

The ambitious provider works tirelessly, striving to provide the highest quality care for children. She makes good use of opportunities available through the local authority to help her to reflect on and improve her practice. The provider draws on her established links with the on-site university, external agencies and other providers to gain expert advice as needed and tailor individual plans for each family. The nursery has experienced recent staff changes and these have been managed well. The arrangements for safeguarding are effective. Recruitment is robust and strict guidelines are in place for any visitors. This helps to ensure the suitability of all adults who have contact with children. Vigilant staff have a good knowledge of child protection issues and are aware of the earliest signs that may indicate a child is at risk of harm. The provider monitors children's overall progress. She secures timely interventions to support different groups of children. For example, a recent focus has been on supporting boys to develop the use of their small-muscle skills.

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

Well-qualified staff know the children well and are knowledgeable about the skills they need to develop next. They provide a range of interesting and demanding experiences and ensure children have time to indulge in their self-chosen games. Children play well as part of a group and form special friendships with other children. Indoors, they use their imagination to recreate roles and experiences in play situations. For example, children run a hair salon, fitting in appointments and applying pretend conditioning treatment to staff's hair. Children are keen to take part in adult-led activities. Staff use a range of ways to encourage all children to have a go. For example, staff provide brushes and foam rollers to young children reluctant to use their hands during messy play. Children are unable to contain their laughter as staff clap shaving foam between their hands and make mess. Staff listen perceptively to children, in order to reshape activities.

### Personal development, behaviour and welfare are good

Children behave well and respond to boundaries with gentle reminders. They learn to be kind to others, take turns and share resources. Staff provide children with clear messages about how to keep themselves healthy and well. Children know they need to eat and rest between activities to maintain their levels of energy. They wash their hands before mealtimes and replace cutlery that has fallen on the floor. Children take part in regular physical activity. Outdoors, they climb on apparatus and pedal wheeled vehicles, skilfully adjusting their direction to avoid obstacles. Children enjoy playing popular games led by staff, predicting when they may be chased and need to run fast.

### Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs, make good progress from their starting points. Staff make effective use of the early years pupil premium and other funding. For instance, they use a range of communication aids to help encourage children's speech and language skills. Children are confident, self-assured individuals who are well equipped with the essential skills that they need for school.

## Setting details

<b>Unique reference number</b>	EY378136
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1065214
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	University Of Hertfordshire
<b>Registered person unique reference number</b>	RP523978
<b>Date of previous inspection</b>	4 September 2013
<b>Telephone number</b>	01707 284448

University Day Nursery was registered in 2008 and is run by the University of Hertfordshire. It is located in purpose built premises and primarily serves staff and students on the university campus. The nursery employs 20 permanent members of childcare staff. All of these hold appropriate early years qualifications at level 2 or above, including the provider who has achieved early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm with flexible hours offered during this period. 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 those who have special educational needs.

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