

## Inspection date

21 September 2017

Previous inspection date

23 April 2015

<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 have good partnerships with parents and carers. They regularly share information that supports children's learning. Staff effectively guide and encourage parents to extend their children's learning at home and parents speak highly of the staff team.
- Staff place a sharp focus on children's communication and language development in all activities and experiences. They are successful role models, introducing children to a wide range of new vocabulary, such as during story time and small-group times.
- Children's physical development is promoted well. Staff provide opportunities for them to enjoy fresh air and exercise in the outdoor areas on a daily basis. In addition to this, children take part in regular outings, such as local woodland walks and trips to the farm.
- The well-established staff team implements the early years foundation stage framework effectively. The ongoing support from the management team for staff to develop their skills, is positive. Staff attend training sessions and return with new and innovative teaching ideas that promote further knowledge and understanding of all staff.
- The environment is warm and welcoming. Activities are stimulating and interesting and children are motivated and eager to join in.

### It is not yet outstanding because:

- Sometimes staff do not recognise when to adjust their teaching to present even more challenge for the most able children.
- On occasions, staff do not make full use of opportunities to teach children about their personal safety.

## What the setting needs to do to improve further

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

- adapt teaching to provide further challenge for the most able children
- make better use of opportunities for children to develop their understanding of personal safety.

### 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 manager and evaluated the quality of teaching.
- The inspector held a meeting with the nursery manager and owner. She looked at relevant documentation and reviewed 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

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The staff team works well together and their commitment to continuous professional development is having a positive impact on their quality of teaching. The management and staff team work together to evaluate the nursery as a whole. They continually plan improvements that support children to make good progress through regular supervision and appraisal meetings. Safeguarding is effective. Staff demonstrate a good knowledge and understanding of the nursery policies and know the procedures to follow if they have concerns about a child. Staff work closely with other early years providers and professionals to support children and their families. They regularly share information and ideas to ensure that children's individual needs are consistently identified and met.

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

Children spend their time purposefully. They engage happily in a wide range of activities that interests them. For example, children develop their mathematical awareness as they play fun games with staff in the outside area. They quickly identify numbers and shapes and smile confidently as staff praise them. Children's imaginations are promoted well. They combine dinosaur figures with foam and make up their own ideas about what the dinosaurs are doing with effective staff support and encouragement. Staff successfully assess and track children's progress. They ensure that assessment information is gathered from looking at what children already know and what they can do. They plan well for children's next steps in learning and incorporate these next steps into stimulating activities that children enjoy.

### Personal development, behaviour and welfare are good

Staff promote good opportunities for children to develop awareness of good health and hygiene and children are provided with healthy snacks. Children are becoming highly independent. For example, children cut their fruit snacks and pour their drinks with confidence. Staff manage children's behaviour well. They encourage children to share and take turns and learn about the importance of being kind to their friends with regular discussions, such as during group activities. Young children develop awareness of appropriate behaviour. Staff support them as they prepare for a new pet to arrive at the nursery. They talk about the small guinea pig, as they prepare the hutch with straw, identifying that they must be gentle and quiet when it arrives.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making effective progress in their learning, given their starting points and capabilities. Staff plan activities and experiences that children enjoy and engage in. This supports the closing of potential gaps between the achievements of groups, including those for whom the nursery receives additional funding. All children are acquiring the key skills they need for future learning. Children develop strong bonds and attachments with key staff. They build firm friendships with others and demonstrate that they are happy and feel secure.

## Setting details

<b>Unique reference number</b>	EY295453
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1092126
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Glebe Kids Limited
<b>Registered person unique reference number</b>	RP525088
<b>Date of previous inspection</b>	23 April 2015
<b>Telephone number</b>	01462 686683

Glebe Kids registered in 2005. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, from 8am until 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

