

# Head Start Day Nursery

86 High Street, Potters Bar, Hertfordshire, EN6 5AT



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|--------------------------|-------------------|
| <b>Inspection date</b>   | 26 September 2017 |
| Previous inspection date | 30 October 2014   |

| <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 organisation of the outdoor play area is exceptionally well thought through. Children are provided with a wealth of interesting learning opportunities that provides them with excellent challenge. This helps to support children's progress extremely well.
- Children's communication and language skills are supported very well. Older children are successfully encouraged to learn how to take part in conversations. Toddlers learn new words in context as they listen to staff's running commentary about what they are doing. Babies listen to staff as they talk to them and eagerly make sounds in response.
- Children of all ages develop strong bonds with staff. Older children are keen to share learning experiences and younger children seek them out for cuddles and support when needed.
- Parents report that they feel their child's key person listens to them. They talk about how children's care is effectively tailored to meet their personal needs.
- Staff deployment is good. They work effectively between the inside and outside areas of the nursery, providing close supervision and supporting children in their play and learning.

### It is not yet outstanding because:

- Staff do not always make the most effective use of assessments to focus more precisely on what children need to learn next in order to help them to make better than good progress.
- Staff in the toddler room do not make the most of opportunities to introduce children to new experiences and challenge them to learn new things.

## What the setting needs to do to improve further

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

- make more effective use of assessments and focus more precisely on what children need to learn next in order to help them achieve at the highest levels
- make more effective use of opportunities that arise to challenge children in the toddler room to learn new things and help them to make the best possible progress.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through the feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads a dedicated team of staff who show a good understanding of their roles and responsibilities. Safeguarding is effective. Staff know how to identify the signs and symptoms of abuse. They are aware of the procedures to follow should they have any concerns, including whistle blowing. Regular supervision meetings are held. This helps to identify any weaknesses in staff or the manager's practice. Training opportunities are varied and ensure that staff's professional development is supported well. The manager works with other professionals. For example, she signposts parents to a range of support services available to them within the local children's centre. The monitoring of children's progress means that any gaps in their learning are identified and closed quickly. Staff provide parents with information about how to support learning at home. The management team seeks and considers the views of parents as part of self-evaluation. They use this information to inform plans for future improvements. Regular newsletters help to keep parents informed about events and what is happening within the nursery.

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

Children are encouraged to extend their understanding of the wider world. Older children help to plant and grow flowers, and younger children learn about a wide range of animals. They eagerly copy staff to mimic the sounds they make. Staff introduce mathematics as they encourage children to count how many tentacles a toy octopus has. Children show good physical skills, for example, they independently climb up wooden steps to the top of a slide. Children take part in imaginary play opportunities. They become part of the emergency services, using a toy hose to put out a pretend fire. Babies are able to help themselves to a good range of stimulating toys and activities. Those that are learning how to pull themselves to standing have plenty of safe surfaces to choose from.

### Personal development, behaviour and welfare are good

Staff manage children's behaviour well. They support them to learn about sharing and being kind to each other. Staff help children to follow good hygiene routines. Children describe in detail how they wash their hands with soap and water to get rid of germs. The chef prepares fresh cooked food that includes a wide range of healthy options, which children enjoy. Children are supported well by staff to take measured risks. They learn how to balance as they carefully walk along a wooden beam. Babies show good levels of independence as they eagerly explore and investigate their comfortable, stimulating environment. Older children are encouraged to serve their own food at mealtimes.

### Outcomes for children are good

Young children learn to be independent and take part in challenging tasks. They work out how to place large buckets inside each other and then take them out again. Children show perseverance and good levels of concentration to achieve what they set out to do. Older children are keen to explore capacity. They drop a wide range of items into a large bottle of water, predict and then discover which of the items will sink or float. All children make good progress towards the next stage in their learning, including school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 130587  |
| <b>Local authority</b>                           | Hertfordshire   |
| <b>Inspection number</b>                         | 1103026   |
| <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 - 5   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 69  |
| <b>Name of registered person</b>                 | Oaklands Management Services Limited  |
| <b>Registered person unique reference number</b> | RP906069  |
| <b>Date of previous inspection</b>               | 30 October 2014   |
| <b>Telephone number</b>                          | 01707 655122  |

Head Start Day Nursery registered in 2000. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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