

Tring Park Day Nursery

Tring Park Cricket Club, London Road, TRING, Hertfordshire, HP23 6HA



Inspection date

5 October 2017

Previous inspection date

6 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team has not established effective arrangements for supervising staff. Staff do not have regular opportunities to share ideas, discuss sensitive issues and work together more successfully to promote the interests of children.
- The process for observing staff practice has not been fully established to ensure that improvement to the quality of teaching is sustained and ongoing.
- Staff have not developed the links they have with other settings the children attend so that there is a shared approach to children's learning and care.
- Staff do not gather precise information about children's learning when they first start in order to accurately assess children's starting points.

It has the following strengths

- Staff follow children's interests very effectively and provide many exciting activities that cover all areas of learning.
- Staff help children celebrate diversity and ensure that everyone feels valued. Children and their families regularly take part in events to raise money for children who are not as fortunate as themselves.
- Children behave well. They follow instructions and requests from staff and learn to take turns, share toys and cooperate with others during their play.
- Parents speak highly of the staff team and the good service they receive. They value being able to view their children's online assessments.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ establish effective arrangements for supervising staff to foster a culture of mutual support and continuous improvement which promotes the interests of all children. | 19/10/2017 |
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To further improve the quality of the early years provision the provider should:

- build on the methods of monitoring staff performance and sharing staff skills and knowledge so that children receive the best teaching possible
- strengthen the links with other settings children attend to promote a more shared approach to children's learning and care
- gather further information about what children know and can do when they start at the nursery, and use this to plan more effectively to support their progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures.
- The inspector held a meeting with the provider. 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 written feedback provided.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of the leadership and management requires improvement

Recently there have been significant changes in the management and staff team. Three new staff have been successfully recruited, two of them taking on senior positions. The provider works alongside the staff. However, regular, effective and robust systems for the supervision of staff have not yet implemented to fully support them in their practice. The arrangements for safeguarding are effective. All staff have a good knowledge and understanding of how to keep children safe and how to report any concerns to the relevant agencies. Risk assessments are robust, the premises are safe and secure and children are well supervised. Rigorous vetting and induction procedures are in place to ensure that staff are suitable to work with children. Staff have some training opportunities to continue their professional development. The provider is working hard to share her ideas and vision with the new managers and staff.

Quality of teaching, learning and assessment requires improvement

Although staff can talk about their key children's achievements, they do not gather precise information about children's capabilities when they first start at the nursery. This means that staff are unable to plan successfully to help them make progress from the start. Furthermore, staff do not build on their partnerships with other settings that children attend to help support continuity of learning. Despite this, some aspects of teaching are good. Children enjoy their time at the nursery and access a wide range of resources, both indoors and outside. Children and babies have regular opportunities to develop their senses through exploration. They enjoy experimenting with a wide range of creative materials, such as sticking leaves on their autumn hats.

Personal development, behaviour and welfare are good

Children are confident, happy and settled in the nursery. They form very good relationships with staff, who ensure that their well-being, safety and individual needs are well met. Children are provided with healthy and nutritious meals. Staff are fully aware of how to meet the needs of children who have food intolerances or allergies. Children enjoy fresh air and exercise every day, which contributes towards a healthy lifestyle. The new staff team works well together across the nursery and effective systems are in place to support children as they move rooms.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that children are not making the best progress possible. Nevertheless, babies learn new skills, such as crawling and walking, helping to support their physical development. All children's communication and language skills are promoted effectively. They listen to stories well and join in with songs and rhymes. Staff place great importance on children learning good manners and acceptable behaviours and knowing how to care for themselves. As a result, children are developing their social skills, confidence and independence, ready for school.

Setting details

Unique reference number	EY370530
Local authority	Hertfordshire
Inspection number	1114394
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	35
Number of children on roll	84
Name of registered person	Tring Park Day Nursery Ltd
Registered person unique reference number	RP527937
Date of previous inspection	6 August 2014
Telephone number	01442 828834

Tring Park Day Nursery registered in 2008. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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