

# Day Nursery & Afterschool Club

41 Wilbury Way, Hitchin, SG4 0TW



## Inspection date

27 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The premises and equipment are not organised well enough to fully support children to develop their independence. Some routines do not help children to maintain their focus on learning.
- Systems for observation, assessment and planning are not sufficient to ensure children's progress. There are times when teaching is not well planned and effectively delivered.
- Supervision meetings, coaching and training are not yet embedded to improve the personal effectiveness of staff and improve the quality of teaching.
- The staff do not work with other early years settings that children attend, to offer continuity in learning.

### It has the following strengths

- The provider and her new in-post manager acknowledge the shortcomings in the leadership and management. They have an accurate understanding of the quality of the provision based on very recent evaluations.
- Children develop their communication skills. Staff make use of one-to-one time with babies to help them develop their use of sounds. Those working with older children use story time to introduce children to books.
- Parents are well informed about their children's daily experiences. They say that children are happy and enjoy attending the nursery.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure the organisation of equipment, routines and activities engages all children and supports their learning and independence	25/05/2018
■ provide staff with regular supervision, coaching and training to improve their personal effectiveness	25/05/2018
■ develop and use effective and efficient systems for observation, assessment and planning.	25/05/2018

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

- build on the relationships with other early years settings that children attend, to ensure continuity of learning and care.

## 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 completed two joint observations with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held meetings with the nursery manager and the provider. 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**  
Alison Reeves

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. A significant and sudden change to the senior leadership team has revealed weaknesses in the organisational systems. However, staff are suitably qualified and have paediatric first-aid qualifications. There are sufficient staff to care for the number of children attending and they are deployed effectively. Further recruitment is ongoing. The provider follows appropriate procedures to confirm staff's suitability to work with children, which includes suitability checks. There is some partnership work with other professionals involved in the care and education of children who have special educational needs and/or disabilities. However, partnerships with other settings are not well established. The systems to support staff's development are not embedded to help improve teaching. The provider and her new manager accurately assess the quality of the provision. They know what they need to do to bring about the necessary improvements.

### Quality of teaching, learning and assessment requires improvement

Some activities are not sufficiently well thought out to provide children with the very best learning opportunities. Some teaching is not based on the use of observations and assessments or planned precisely to target specific aspects of children's development. Staff are not always clear about the why they are doing an activity or what they hope children will gain from it. Some children, generally, have worthwhile activities and experiences available to them. Staff usually interact well with children and make sure they have eye contact, where appropriate, to support children's learning. Toddlers participate in group activities, such as singing and action rhymes. Older children join in with the daily circle time, sharing their news and singing the welcome song.

### Personal development, behaviour and welfare require improvement

The times when children are moving between activities and preparing for the next part of their day, such as mealtimes, do not go smoothly. Staff are disorganised and the rooms become chaotic and often noisy. The poor organisation does not support children's independence. Despite this, children do listen and follow instructions when these are given. Relationships between staff, babies and children are good. Babies enjoy sensitive interactions with their chosen adult. They get comfort from cuddles, gentle singing and talking that helps them to feel settled and reassured. There are good-quality resources for children with which to play. Children follow appropriate routines for hygiene, rest and dietary needs. Children get out in the fresh air and enjoy active games with the staff.

### Outcomes for children require improvement

Some children do not make the progress of which they are capable. They do not learn the correct way to say the letter sounds that can help them with later reading. Children acquire some of the skills they need to support them with the next stage of their learning. Children enjoy solving problems for themselves. They snake the train track across the floor, taking track from the back to add to the front as they move the engines forward. Children have opportunities to explore storybooks and making marks.

## Setting details

<b>Unique reference number</b>	EY540771
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1134789
<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>	1 - 4
<b>Total number of places</b>	180
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Bluebells Childminders Ltd
<b>Registered person unique reference number</b>	RP540770
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01462433991

Day Nursery & Afterschool Club registered in 2016 and operates under Bluebells Childminders Ltd. The setting employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including two with level 6 qualifications. The setting opens Monday to Friday from 7am until 7pm.

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