

# Longwood School and Nursery

Longwood School, Bushey Hall Drive, BUSHEY, WD23 2QG



## Inspection date

4 July 2018

## Previous inspection date

14 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 management team strives to continually improve the quality of the care and education they provide. They regularly evaluate all aspects of the nursery and respond to advice from the local authority. This has resulted in the identification of targeted plans for the future.
- Staff are effective in their teaching. They make regular assessments of the children's development and procedures are in place to monitor children's progress. This supports staff to address any gaps in their learning in a timely manner.
- Children demonstrate that they are settled and happy. They develop secure attachments with staff who are attentive to their care needs. This effectively supports their emotional well-being.
- Partnerships with parents are strong. Staff encourage parents to become involved in their children's learning and to support their ongoing development at home.
- Children and their families are warmly welcomed into this friendly nursery. Parents comment very positively on how their children are making progress in their learning and the quality of care provided.

### It is not yet outstanding because:

- The organisation of activities and resources in the Willow room do not always support all children to engage and participate fully in activities.
- The manager's assessment of individual staff's performance does not always identify precisely enough areas of practice they want to extend.

## What the setting needs to do to improve further

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

- enhance the organisation and use of resources in the Willow room to consistently meet the children's learning needs.
- improve the monitoring of staff's practice, to ensure staff practice remains consistently strong.

### 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 a joint observation with the nursery manager.
- The inspector held a meeting with the nominated person, the designated safeguarding officer, the manager and one member of staff. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Ann Austen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of how to keep children safe and promote their welfare. Suitable risk assessment procedures are in place to ensure children are cared for in a safe and secure environment. Staff are able to identify the signs of abuse and know the procedures to follow in the event of a concern. Attendance is monitored and staff are alert to how poor attendance may mean a child's safety and welfare could be at risk. Recruitment procedures ensure staff are suitable to work with children, and effective induction arrangements support staff to become familiar with their responsibilities. Clear arrangements are in place to support children with special educational needs or disabilities. As a result, staff work effectively with other professionals to identify children's needs and help them to make good progress.

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

Staff are effective in their teaching. Babies are encouraged to explore resources, such as activity centres, colourful ribbons and wooden materials. They have opportunities to immerse their hands and feet in paint and water. Older children confidently use tools, such as paint brushes and scissors with confidence. They are encouraged by staff to see what happens when they mix different coloured paints together, and to talk about the pictures they are creating. Older children thoroughly enjoy imaginary play and use their developing language to describe what they are doing. Staff successfully build on the children's ideas as they pretend to be fire fighters and plan journeys to the desert. They encourage the children to be creative and challenge their thinking to enhance their development.

### Personal development, behaviour and welfare are good

Staff work closely with parents at the start of the placement and during their child's time at the nursery. They gather information about the children's personal needs and stage of development on entry. Babies have their individual care routines well met because staff have discussions with parents about sleep and weaning routines. From a young age children are supported to learn to share, take their turn and respect others. Staff praise and encourage children, which effectively supports their confidence. Children enjoy a variety of balanced meals and regularly play outside in the fresh air. They develop their physical skills as they climb on apparatus and manoeuvre wheeled toys. Children plant fruit, such as strawberries. This supports their understanding of where food comes from and how they need to care for plants to enable them to grow.

### Outcomes for children are good

Children make good progress from their starting points. Staff prepare children with the skills they need to move through the nursery and, eventually onto school. Children develop friendships with their peers. Older children access activities and manage their self-care needs well. They count, listen to stories, answer questions and start conversations. Younger children's physical skills and hand-to-eye coordination is enhanced as they learn to carefully use tools to scoop and pour sand from one container to another.

## Setting details

<b>Unique reference number</b>	EY431559
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1139766
<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 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	134
<b>Name of registered person</b>	Malcolm Livesey and Sally Ann Livesey Partnership
<b>Registered person unique reference number</b>	RP530854
<b>Date of previous inspection</b>	14 March 2014
<b>Telephone number</b>	01923253715

Longwood School and Nursery was registered in 2011. The nursery employs 42 members of childcare staff. Of these, 33 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. 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 children with special educational needs and/or disabilities.

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