

# Gloria's Day Nursery Ltd

35 West End, Ashwell, BALDOCK, Hertfordshire SG7 5PH



## Inspection date

6 December 2018

Previous inspection date

21 August 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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 is a provision that requires improvement

- The quality of teaching, and the range of resources and activities provided in the outdoor area, does not always stimulate and challenge children's learning. As a result, children are not always encouraged to make the best progress in their learning and development.
- Observation and assessments of the children's progress are not always effectively used to inform the planning of challenging activities. As a result, planning of activities is not precisely focused on children's individual learning needs.
- Recently introduced supervision procedures to monitor staff practice are not yet fully embedded in order to have a greater impact on improving the quality of teaching.
- Risk assessment procedures are not always implemented effectively to ensure all potential hazards are identified. This places children at risk of harm.

### It has the following strengths

- The manager has taken appropriate action to address weaknesses raised at the previous inspection. Safeguarding knowledge has improved and the manager is now able to demonstrate that all staff have undergone suitably checks.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching to ensure all children receive consistently good-quality learning and development experiences to help them make good progress.	01/02/2019
improve the planning of activities to ensure all children are consistently engaged in challenging, purposeful play.	01/02/2019
implement revised performance management arrangements to ensure all staff deliver high quality teaching practice.	01/02/2019
strengthen risk assessment procedures to ensure all potential hazards to children are identified.	04/01/2019

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

- focus more precisely on providing those children, who prefer to learn outside, with a suitable range of play materials and resources that reflect their current interests and identified next steps in their learning.

### 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 nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector considered the views of parents in discussion during the inspection.

**Inspector**  
Ann Austen

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager is continuing to make improvements across the nursery. This includes, revised recruitment and induction processes and the introduction of supervision procedures. However, at the time of the inspection, supervision arrangements are not having a significant enough impact on improving the quality of teaching. Safeguarding is effective. The manager and staff have accessed appropriate training to support them to understand their child protection policies and procedures. This enables staff to keep children safe and promote their well-being. Risk assessment procedures are implemented. However, staff do not always ensure all potential hazards are identified. For example, a storage cupboard, in the room used by the older children, poses a potential risk of harm to children. The manager is receiving guidance from the Early Years Advisory Team from the Local Authority. This is helping her to identify plans to support further improvement.

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

The quality of teaching varies across the nursery. Occasionally, staff do not give children sufficient time to think and respond to the questions they are asked. In addition, storytelling activities do not always captivate the attention of all children. Staff make regular observations of the children as they play, and procedures are in place to monitor children's progress. However, they do not effectively use this information to plan and support children's individual development needs. Children use scissors and paint brushes with developing confidence. Nevertheless, staff do not always allow children to express their own thoughts and ideas during art activities. Children develop their hand-to-eye coordination as they learn to place building bricks on top of one another. Although, occasionally older, more able children are not sufficiently challenged. As a result, they quickly lose interest. Younger children enjoy exploring the bristles on the hair brush and the shiny metal bracelets. They roll balls to one another, laugh and have fun.

### Personal development, behaviour and welfare require improvement

Opportunities for children who prefer to learn outside are restricted. This is because the range of resources and activities to extend children's developing knowledge and skills across all areas of their learning is limited. Despite this, children develop their physical skills as they move wheeled toys. A welcoming and friendly atmosphere greets all children and their families. Children are provided with gradual settling-in procedures that meet their individual needs. This supports continuity in their care and development. Children are learning to share, take turns and be considerate to others. They are praised for their efforts and achievements, which effectively supports their confidence and self-esteem. Parents comment that their children settle well at the nursery.

### Outcomes for children require improvement

Overall, children, including those who speak English as an additional language, make steady progress in their learning. Children happily participate in the activities provided and develop some key skills in readiness for school. They are developing the skills to independently select their choice of resources and manage their self-care needs. Older children are beginning to name and sound letters of the alphabet.

## Setting details

<b>Unique reference number</b>	146858
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10086369
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Gloria's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP523346
<b>Date of previous inspection</b>	21 August 2018
<b>Telephone number</b>	01462 742219

Gloria's Day Nursery was registered in 1995. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

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.

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