

# High Elms Manor School - The Nest

High Elms Manor School, High Elms Lane, WATFORD WD25 0JX



## Inspection date

16 January 2019

Previous inspection date

26 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Leaders and staff monitor the progress that children make closely to identify where they need additional support to help them catch up in their learning. Staff work closely with outside agencies and professionals to provide tailored learning programmes that help children who speak English as a second language, or those with special educational needs and/or disabilities, to progress well.
- Leaders review the provision successfully and have a clear vision for future improvement. They value the contributions that parents and staff make to this process.
- Staff are skilled in helping children to develop their communication and language abilities. For example, they model effective language and question children to encourage them to explain their ideas. Older children explain how to make purple paint and two-year-olds talk confidently about their favourite transport toys. All children make good progress in their learning.
- Staff manage children's behaviour very well and make timely interventions to help them work out their differences. Children learn to share, take turns and cooperate well as they play.
- Although teaching is good, leaders have not been consistently effective in helping staff to further improve their teaching skills in order to achieve the highest of standards.
- At times, staff do not fully extend the learning for babies to help them make the best possible progress.

## What the setting needs to do to improve further

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

- extend the arrangements to help staff further develop their teaching skills, in order to raise the quality of children's learning experiences to the highest level
- increase the level of challenge provided to babies, to help them make even better progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the head teacher, the deputy manager, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding and complaint policies and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out a joint observation with the deputy manager.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of leadership and management is good

Leaders provide effective support to ensure that staff understand their roles and responsibilities. For example, returning staff receive a thorough induction. Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have any concerns about a child. Leaders ensure that staff make thorough risk assessments and act to minimise potential hazards, to help keep children safe. They carefully consider staffing arrangements and the use of the premises, to ensure that sufficient staff are always available and children's needs are met equally well. Staff work successfully with parents and other providers to provide continuity in their care and learning. They keep parents informed about their children's progress and exchange information with other settings that children attend.

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

Children have many opportunities to explore and lead their own play and, overall, staff encourage them to become inquisitive learners. Staff make good use of observations to inform the assessments of children's achievements and plan effectively for their individual learning needs. Staff provide children with good opportunities to be physically active in the stimulating outdoor areas. Children enjoy riding wheeled cars and bikes, assembling large pieces of construction equipment and pouring and shovelling sand into different containers. Staff help children to use their imagination. For instance, babies play peek-a-boo with their key person and younger children pretend to make sandcastles in the sand and role-play kitchen.

### Personal development, behaviour and welfare are good

An effective key-person system is in place and the caring, attentive staff know children well. Children are happy and secure. They form close bonds with staff and enjoy involving them in their play. Children benefit from healthy meals, snacks and drinks. Staff support children well to follow good hygiene procedures. For example, they help children to learn about keeping themselves safe and well, and the importance of washing their hands after using the toilet and before mealtimes. Children develop good levels of independence and learn to manage their own needs successfully.

### Outcomes for children are good

Children gain a good range of skills that prepares them for their next stage of learning and eventual move to school. They concentrate well on activities that interest them and have numerous opportunities to develop their curiosity. For example, young children practise washing tables, using scrubbers and sponges, as they explore the soapy water, while older children confidently spread jam and cream on their biscuits with spoons and work on strengthening their motor skills.

## Setting details

<b>Unique reference number</b>	EY290026
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063566
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Marlin Montessori Schools Partnership
<b>Registered person unique reference number</b>	RP520698
<b>Date of previous inspection</b>	26 November 2015
<b>Telephone number</b>	01923 681103

High Elms Manor School - The Nest registered in 2004. It operates from a building in the grounds of High Elms Manor School in Watford, Hertfordshire. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and level 4, including the provider/manager, who holds early years professional status. The setting opens Monday to Friday from 8am to 9am for a breakfast club. The main sessions operate from 9am to 3pm, during term time only. There is also after-school care offered from 3pm to 4pm. The setting provides funded early education for three- and four-year-old children.

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