

Oxhey Early Years Centre Ltd

Eastbury Road, Watford, Herts WD19 4RL



Inspection date	24 January 2019
Previous inspection date	22 July 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- A passionate and dedicated leadership team actively seeks the views of practitioners, children, parents and external partners. This helps them to comprehensively review and reflect on practice and continually raise the quality of the provision.
- Safeguarding children is at the heart of everything that leaders, managers and practitioners do. All have an expert understanding of the procedures to follow if a child is at risk of abuse or neglect.
- Children develop fantastic levels of independence. They learn to undertake responsible tasks for themselves and have exceptional confidence in caring for their personal needs.
- Children have enormous fun in this warm and friendly setting. They have many opportunities to follow their interests and lead their own play. Practitioners skilfully support children to extend their learning and enhance their enjoyment.
- Practitioners use accurate observations and assessments expertly to precisely plan for the next steps in children's learning. They implement timely strategies that successfully support any children who need extra help. All children achieve expected levels of development.
- Practitioners' professional development is given a high priority and is firmly focused on children's learning needs. For example, staff have attended training that has extended their knowledge of how young children acquire language.

What the setting needs to do to improve further

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

- continue to embed coaching and mentoring to extend still further practitioners' opportunities to share their knowledge, build even better teamwork and enhance the outcomes for children.

Inspection activities

- The inspector observed practitioners and children and their interactions indoors and outside. She evaluated the quality of teaching and the impact this has on children's learning.
- The inspector spoke with the manager and nominated individual about management processes. Relevant documents were checked, including evidence of the suitability of staff, some policies and procedures and children's records.
- The inspector took account of the views of parents through discussion, written feedback and the results of surveys.
- The inspector spoke with children and staff during the inspection. She looked at the areas of the premises used by the children and the resources available to them.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Practitioners receive regular training in all aspects of safeguarding, including the wider issues of child abuse, such as risks to children online. Practitioners supervise children effectively as they play. Adult-to-child ratios are exceptionally well maintained to make sure that children have all the support they need. For example, practitioners are vigilant in monitoring children's hygiene routines. Managers implement secure recruitment procedures that help to ensure all practitioners are suitable to care for children. Induction and ongoing support for practitioners are given high priority. Practitioners embrace training with enthusiasm and strive to raise their teaching skills to the highest level. Leaders and managers aspire to embed the coaching and mentoring of practitioners, particularly those new to the setting.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is inspirational. Practitioners have a deep understanding of how children learn. They know the children extremely well and work closely with parents to plan experiences that accurately reflect children's interests and prior achievements. Small-group activities are carefully planned to take account of each child's abilities. Practitioners give children close attention. They encourage children's comments and ideas through careful questioning and expert interventions. For example, children played a matching game and received well-timed prompts to talk about shape, colour and size. Parents praise practitioners and say that their children's progress is 'remarkable'. Practitioners give children time to explore their environment. For example, children scooped snow into heaps and exclaimed with delight as ice melted in their hands.

Personal development, behaviour and welfare are outstanding

Children have excellent opportunities to learn about the wider community. They have visitors into the centre and talk to each other about their diverse home lives. Practitioners have an exceptional understanding of each child's individual background and lifestyle. They make home visits to learn more about children's families and how they live. This helps them to tailor children's settling-in process and meet their initial learning needs effectively. Children develop strong emotional links to their key person. They interact confidently with practitioners and demonstrate exceptional levels of confidence and trust. Children spend long periods outside and benefit greatly from visiting teachers who promote their skills in sport and dance. Visits to the wider nursery grounds provide children with excellent opportunities for climbing, balancing and running.

Outcomes for children are outstanding

Close links with the on-site nursery classes help children prepare for the next stage of their learning. They become familiar with their new environment and have lunch with their new classmates. Children lead their own learning much of the time, which helps them to become confident, inquisitive individuals. They draw wonderful pictures that show their individual experiences. Children listen to stories with rapt attention and can recall key elements. They have an exceptional understanding of kind and sharing behaviour. They learn to manage their emotions and play together beautifully.

Setting details

Unique reference number	EY286935
Local authority	Hertfordshire
Inspection number	10092178
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	53
Name of registered person	Oxhey Early Years Centre Limited
Registered person unique reference number	RP526204
Date of previous inspection	22 July 2014
Telephone number	01923 330300

Oxhey Early Years Centre Ltd day care provision registered in 2004. It opens Monday to Friday all year round. Sessions are from 8am until 6pm. The centre provides funded early education places for two-, three- and four-year-old children. The centre employs 12 childcare practitioners including the manager. Of these, 11 hold relevant childcare qualifications between level 2 and level 6.

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