

The House That Jack Built Nursery

Building 2, Victorian Terrace, Bucknalls Lane, Watford WD25 9XX



Inspection date

Previous inspection date

17 May 2019

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The managers strive to provide a high level of service to the children and their families. They regularly monitor and assess their provision and include the staff in this process.
- Staff build on children's language skills well. For instance, they talk to them about the games they play. Babies repeat the words that the staff say to them and staff praise them for their efforts.
- Children behave well and interact positively with each other. They learn to take turns and share kindly. Staff act as positive role models to help children to gain the social skills they need to become effective communicators.
- All children make good levels of progress from their individual starting points. This includes children with special educational needs and/or disabilities. Staff accurately assess the progress children make regularly, which helps them to minimise any gaps in children's learning.
- Parents have a strong involvement in their children's learning. Staff encourage them to build on what children have learned at nursery while they are at home. Staff expand children's knowledge by using information parents share with them, such as discussing what they have done over the weekend.
- Some of the older children have not yet developed the skills they need to focus without distraction during the independent learning activities they choose to complete.

What the setting needs to do to improve further

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

- support older children to further develop the skills they need to focus and challenge themselves during their independent play experiences indoors.

Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The inspector spoke to parents and read emails and questionnaires from other parents. She took their views into consideration.
- The inspector and the manager jointly observed a planned activity. They discussed the impact of the teaching on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, staff suitability documents and children's learning records.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the potential signs of abuse and the processes to follow if they are concerned about children's welfare. Managers regularly check their knowledge to ensure that it is accurate. Staff work collaboratively with other professionals to support children's individual needs. Parents are very happy with the service the nursery provides. They share their views and feedback with the managers regularly. For instance, they complete parent questionnaires. The staff team has strong working relationships and managers support staff well. Managers meet with staff regularly to discuss their practice. Staff keenly complete training. This helps them to continually improve the quality of their teaching. The staff team is encouraged to recognise and celebrate each other's strengths and achievements. As a result, staff feel motivated and valued in their roles.

Quality of teaching, learning and assessment is good

Staff know the children well and respond positively and patiently to them. They encourage children to practise their counting skills. For instance, they praise older children as they independently count the number of squares they use on the models they make. During adult-led activities, staff skilfully question children to encourage them to develop their ideas further. They talk to children about the models they make. Children confidently explain their ideas to staff. Babies develop their hand-to-eye coordination skills. For instance, staff support them to make marks on paper with paint and stampers. Staff support children effectively to make connections between their learning indoors and outdoors. For example, children paint rocks with staff indoors. They then hide the rocks outside for their friends to find.

Personal development, behaviour and welfare are good

Staff enhance children's understanding of the importance of hygiene. For instance, staff remind children to wash their hands after handling the nursery's pet hamster. Children learn about how to help the wider community. For example, they collect food to support the local food bank. Staff confidently support children who speak English as an additional language. For instance, they learn key words in children's home languages. This helps them to communicate effectively and meet all of the children's needs. Babies form strong relationships with staff. They turn to them readily for comfort and support, and begin to follow routines confidently. Older children complete self-care tasks independently. For instance, they serve themselves a range of healthy vegetables at lunchtime.

Outcomes for children are good

Children are well prepared for the next stage in their learning. The oldest children gain the skills they need to move on to school. Babies enjoy moving to music and joining in with the actions to familiar songs. Older children use their imaginations as they play. For instance, they pretend to make drinks in the role-play kitchen. Children learn to take risks outside, such as when they climb on the outdoor play equipment. Children gain an understanding of where the food they eat comes from. For example, they help the nursery chef to grow fruit and vegetables in the garden.

Setting details

Unique reference number	EY544670
Local authority	Hertfordshire
Inspection number	10099020
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	42
Number of children on roll	55
Name of registered person	Philbec Nurseries Limited
Registered person unique reference number	RP544669
Date of previous inspection	Not applicable
Telephone number	01923 664421

The House That Jack Built Nursery registered in 2017 and is located in Watford, Hertfordshire. The nursery employs 13 members of childcare staff. Eight staff hold appropriate early years qualifications at level 2 or above. The nursery opens from 8am until 6pm on Monday to Friday, all year round, except for a week in December and bank holidays. It provides funded early education for three- and four-year-old children.

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