

# Berry Lane Nursery

Scout Hut, Berry Lane, Rickmansworth, Hertfordshire WD3 7HQ



<b>Inspection date</b>	4 July 2019
Previous inspection date	12 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and her dedicated staff team support the most vulnerable children and their families well. Families and children develop strong and trusting relationships with the staff. The staff share strategies with parents to help them to provide children with continuity in their care and learning.
- Teaching across the nursery is consistently strong. The experienced manager monitors staff performance carefully. She encourages staff to learn from each other. For instance, staff complete peer-to-peer observations where they can discuss their practice with one other.
- Children remain engaged at the activities they choose. Staff provide children with an interesting learning environment which offers a broad range of motivating opportunities for the children to learn indoors and outdoors.
- Staff monitor and assess children's learning and progress confidently. The manager uses the data she gathers effectively to identify any gaps in particular groups of children, such as those children for whom the setting receives additional funding. She reflects upon how she can use this funding effectively to support all of the children to progress well.
- Staff do not always fully support children effectively enough to understand and follow the routines of the session at nursery, such as during registration and story time.
- Occasionally, children do not demonstrate a strong enough understanding of how to share and take turns with other children.

## What the setting needs to do to improve further

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

- enhance the support offered to children to understand and participate in the routines of the session fully so that they can maximise their learning during their time at the nursery
- support children to develop their sharing and turn-taking skills even further so that they can positively enhance their social skills and relationships with others.

### Inspection activities

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

#### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The staff team has a strong understanding of how to support children's welfare. They confidently identify signs of potential abuse and know who to raise their concerns with. Staff work collaboratively with the teachers at other settings children attend, such as when they share information about children's progress. The supportive manager meets regularly with the staff. She offers them a range of opportunities to develop their qualifications further. Staff are actively encouraged to help enhance the nursery provision. For instance, they use the knowledge they gain from training to share information with parents regarding healthy food choices for children. Parents are very happy with the service that is provided. They feel their children are safe and well cared for. Children enjoy new experiences, such as when they visit the zoo to learn more about animals and their habitats.

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

Staff know the children well and identify their likes and dislikes. They use this knowledge effectively to motivate children in their learning. For instance, staff encourage children to count the number of stairs in the toy doll's house. Staff ask the children a range of questions. This helps them to expand on their ideas further. Staff provide children with detailed explanations to develop their understanding of topics, such as sinking and floating. They encourage the most able children to make predictions about what will happen when various items are added to the water. Children develop their small muscles, which helps them to prepare to write. For example, they make marks in boxes on charts and persevere as they write their names on their work.

### Personal development, behaviour and welfare are good

Staff talk to children about the vegetables they eat at snack time. They support children to understand why it is important to eat healthy food. Children confidently talk about their preferences, such as when they talk about the different colours of pepper they prefer. Staff respond kindly to children who are in need of comfort. They provide them with verbal reassurance when needed. Children listen to the instructions that staff give them and follow these well. Staff vigilantly support children who have individual needs and dietary requirements. They form strong working relationships with other professionals. For instance, they work with medical professionals to gain training which helps them to use required medical equipment appropriately.

### Outcomes for children are good

All children make positive progress from their initial starting points. Older children use tongs and spoons to serve themselves. They pour their own water and milk into cups. Children listen to stories with interest, such as when staff read them stories about internet safety. They answer questions confidently. For example, they tell staff that they should not tell people their names or how old they are if they don't know them. Children are well supported to prepare for their move to school. For instance, they practise dressing up in school jumpers from nearby schools. They confidently put the jumpers on themselves. Children develop their imaginations as they play. For example, they play in the home corner and pretend to make meals for their friends and the staff.

## Setting details

<b>Unique reference number</b>	EY297245
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10067211
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Elliott, Pamela
<b>Registered person unique reference number</b>	RP512575
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	01923 721213

Berry Lane Nursery registered in 2004. The nursery employs eight members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 2 or above, including the manager who has early years teacher status. The nursery opens Monday to Friday, from 9am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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