

Ashbourne Day Nurseries at Bricket Wood



St. Stephens Parish Centre, Station Road, Bricket Wood, ST. ALBANS,
Hertfordshire AL2 3PJ

Inspection date	25 July 2019
Previous inspection date	14 February 2014

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

- The wider management team is very experienced and has a clear vision to provide the highest quality of care for children. The team provides the nursery manager and staff with ongoing support and guidance to ensure they maintain their good-quality practice.
- Staff work well together and provide a good role model for children to learn how to behave towards others. They clearly enjoy their roles, value being a part of the stable team of staff and are passionate about the support they provide for children.
- Children make good progress in their communication and language development. This is supported effectively by staff as they engage them in regular discussion, introduce them to new words and encourage them to join in with a range of songs during their play.
- Staff are responsive to children's individual needs, always ready with soothing cuddles and reassuring words. This helps children to feel settled and secure from the moment that they start, and they seek support as they need.
- Partnerships with parents are well established. Staff use a variety of ways to share information with parents about children's progress and engage them in their learning. For example, staff provide parents with suggestions about how they can encourage children to develop their independence at home.
- Although detailed improvement plans are in place, the manager has not fully reviewed the impact of these on the nursery provision.
- On occasion, older children experience minor disruptions to their learning when engaged in chosen activities, as staff prepare for the daily routines.

What the setting needs to do to improve further

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

- evaluate the plans for development in order to work towards delivering the highest quality of provision for children
- review practice when preparing for changes in the daily routine, to minimise interruptions to the older children who are enthused and engaged in their chosen activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the provider, the head of operations and the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions on the day and their written reviews posted online.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The manager is keen to support continuous improvement and welcomes the views of parents and staff. The arrangements for safeguarding are effective. Staff have a secure knowledge of the signs and symptoms that may indicate a child who is at risk of harm. They know the correct procedures to follow and understand their duty of care to promote children's welfare. Staff benefit from regular supervision of their practice and good training opportunities. They embrace their targets for development and review ways they can improve in the areas they feel less confident. This helps to enhance the activities they provide for children. The key-person system is managed well to ensure all children receive the same level of care and attention throughout their time at the nursery.

Quality of teaching, learning and assessment is good

Staff know the children well and use effective methods of observation and assessment. They note children's interests and use these to support them to learn new skills. For example, staff teach children how to use number names to count in sequence, as they play with dinosaurs and cars. Children listen intently as staff demonstrate how resources can be used. They have many opportunities to engage in craft activities and practise their smaller physical skills. For example, older children carefully cover inflated balloons with strips of newspaper and glue to shape and assemble a solar planet. Staff provide children with a range of brushes and coloured paints to help them to complete their creations. Young children explore the environment with confidence. They look at books independently and show an interest in toys with buttons, which they learn to operate.

Personal development, behaviour and welfare are good

Children behave well and receive clear and consistent messages from staff about expected behaviour. They know they need to sit as they eat and that resources are not to be thrown. Children show an interest in others' play and start to join in. They demonstrate good social skills as they ably wait their turn during group games. Children build the confidence to talk about things that are of particular interest to them. One of the ways staff achieve this is by encouraging children to take part in a 'show and tell' activity. Children bring in their special items from home. Staff then give them the time to talk about and share these with the other children. Staff provide children with clear guidance about how to keep themselves healthy and well. For instance, they talk to children about the need to take regular drinks of water to keep hydrated.

Outcomes for children are good

Children are motivated to learn and show good levels of perseverance as they attempt new tasks. They show increased levels of independence and are beginning to manage their own personal needs. The manager makes effective use of funding. For example, she arranges for children to take part in real-life learning experiences they may not otherwise have access to. Children recently enjoyed watching baby chicks hatch from eggs and talking about what they had observed. Children make continually good progress in their learning and are well prepared for the move on to school.

Setting details

Unique reference number	EY448392
Local authority	Hertfordshire
Inspection number	10106055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 5
Total number of places	30
Number of children on roll	46
Name of registered person	Tots Day Nursery Ltd
Registered person unique reference number	RP903124
Date of previous inspection	14 February 2014
Telephone number	01923279999

Ashbourne Day Nurseries at Bricket Wood registered in 2012 and is one of a large number of settings managed by the provider. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am until 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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