

Inspection of Berrygrove Early Years Centre

Berrygrove Pre-School, Berrygrove School Annexe, Cow Lane, WATFORD WD25 9PW

Inspection date: 10 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are eager to join in with play as soon as they arrive at the nursery. They are able to choose from the wide variety of activities available to them inside and outdoors. Staff greet children warmly and support any children who feel a little unsettled to find the toys they like. This results in children engaging effectively in play and learning.

Children's behaviour is good and they listen to instructions well. Staff explain to children the potential consequences their actions could have on others. For example, as children roll tyres down a slope, staff explain how they must wait until other children have moved away, so that they do not get knocked over. Children are learning how to develop healthy lifestyles, such as the importance of exercise. They have many opportunities for physical play, such as climbing and balancing outside.

Staff reflect on their practice and look for ways to improve. For example, they have considered how to help children gain more independence. One change they have already made is lowering the snack bar so that it is at the right height for children. This gives children more opportunities to help with snack preparation and to use tools safely.

What does the early years setting do well and what does it need to do better?

- Staff gain detailed information from parents about children's early experiences and what they can already do when they start to attend the nursery. They quickly identify children's starting points in learning and look for ways to build on their experiences.
- Staff introduce children to mathematics as they play, for example by helping them to count as they jump. At other times, staff help children to think about shape and size as they try to fit play people inside toy vehicles.
- Children thoroughly enjoy playing in the inspiring outdoor area. They are excited to find snails and eagerly discuss what they might like to eat. Staff provide children with magnifying glasses and encourage them to describe patterns on the snails' shells.
- Staff skilfully support children who speak English as an additional language. They use picture prompts and speak in clear, short sentences. This helps children to begin to understand English. Staff who themselves speak other languages, talk about how it settles children when they speak to them in their home language.
- The provider has good recruitment procedures in place. This helps to ensure that staff are suitable to work with children. Staff receive regular coaching and supervision from the manager. They access many different training courses and

undertake further qualifications to help them to improve their knowledge and skills.

- Younger children have wonderful opportunities for exploration. For example, they find out what paint and glue feels like on their hands. At other times, they mix water with sand. Staff encourage them to use their mixtures in different ways, such as taking it to the role-play area and tipping it into pots and pans.
- Parents speak positively about the nursery and staff. They have a good knowledge of children's development and know how to support their learning at home. Parents appreciate the times they can join in with children's learning, such as on open days.
- Staff are keen for children to develop their communication and language skills. Some staff are particularly skilled at this. For example, they start questions with phrases such as 'I wonder'. However, at times, other staff ask too many closed questions. Sometimes, staff do not always give children time to think of a response before they offer a suggestion.
- Staff help children who are new to the nursery to become familiar with routines. This helps children to begin to feel secure. However, there is often a lot of coming and going from the nursery as older children have a staggered start to the school on site. This results in children becoming distressed as they think it is going to be a parent at the door and they lose focus on play and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly complete safeguarding training and understand how to recognise concerns about children. They also know how to swiftly make referrals both within the setting and to relevant agencies. The staff proactively implement the provider's secure procedures into their practice. For example, they do not allow children to leave the premises with anyone who is not named by the parent, despite them obviously knowing the child.

What does the setting need to do to improve?

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

- provide more opportunities and time for children to think of how to respond to questions they are asked
- review the procedures in place that support children as they move on to school, considering ways to reduce the disruption that impacts on the emotional well-being of the children who are new to the nursery.

Setting details

Unique reference number	EY440334
Local authority	Hertfordshire
Inspection number	10075039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	50
Number of children on roll	64
Name of registered person	Berrygrove Early Years Centre
Registered person unique reference number	RP531283
Telephone number	01923676763
Date of previous inspection	14 June 2016

Information about this early years setting

Berrygrove Early Years Centre registered in 1998. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round, and sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- The inspector carried out a learning walk with the manager.
- The inspector observed staff's teaching and their interactions with children indoors and outside.
- The inspector spoke to staff and children and held a meeting with the provider and manager.
- Key persons and the inspector discussed the learning needs of children and how they monitor their ongoing progress.
- A sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures were seen by the inspector.
- The inspector spoke to a number of parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019