

Inspection of Fairytales Day Nursery

The Meeting Hall, Sullivans Way, Elstree, Hertfordshire WD6 3DG

Inspection date: 28 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. On rare occasions when children struggle to settle, staff find solutions to help them. For instance, they ensure that children's favourite toys are ready for them when they arrive. This helps children to focus quickly on an activity that interests them. All staff know the children in their rooms well. Children feel safe and confidently turn to staff for help and support when they need it.

Children behave well. They develop their sharing and turn-taking skills from a young age. Staff encourage babies to take turns to roll balls to one another. Older children form strong friendships. For instance, they hug their friends as they say 'goodbye' when they leave for the day.

Families receive a warm welcome from the friendly staff and management team. Staff skilfully link children's learning between the nursery and home. They provide parents with engaging ideas to support their children's learning further. For example, children take clay home and make lamps. They bring their creations back to nursery to share with staff and their friends. Staff talk to the children about Diwali and what the lamps they make represent.

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

- Staff speak highly of the dedicated management team. They feel well supported and managers recognise the importance of supporting staff's well-being. Managers monitor staff performance and encourage them to develop their professional knowledge further. Staff work well together. They regularly discuss children's progress with one another. Staff are fully aware of children's individual stages of learning. They use this knowledge effectively to plan meaningful activities for children.
- Leaders strive to continuously improve the nursery further. They work alongside parents, staff and children to achieve their ambitious targets, such as gaining local authority awards. For example, everyone is involved in the process of enhancing the meals that children eat. Managers utilise parents' expertise, such as their strong knowledge of children's nutrition. Managers enhance the outdoor environment to include planting areas. Children help staff to grow vegetables, which the chef then incorporates into meals. These improvements contribute towards children's strong understanding of eating a balanced diet.
- Children learn about the importance of dental hygiene. Staff provide them with activities to encourage this in fun ways. For instance, children use toothbrushes to clean ink from laminated pictures of teeth. Staff provide them with new toothbrushes so that they can practise brushing their own teeth. Staff speak to parents about the importance of taking their children to the dentist and the

impact that dummies can have on children's speech development.

- Children learn about the wider community and the world around them. For example, they visit a local centre for senior citizens where they sing songs together. Children in the pre-school listen intently to visitors who share information and talk about their experiences. For example, grandparents visit from South Africa and talk to the children about the animals that live there. Staff reinforce children's learning further by providing colourful room displays. Children enjoy using creative materials to make lion heads. This supports them to link their learning experiences together.
- Children develop a love of books from a young age. Babies independently choose their favourite stories. They confidently turn to staff to read the stories to them. Babies babble as they point to the pictures. Staff provide them with relevant vocabulary, which helps them to learn new words. Children receive visits from authors and excitedly help to retell stories. The oldest children begin to read books independently. Staff encourage children to take books home to share with their families.
- Children confidently follow the instructions that staff give them. They proudly demonstrate their skills and knowledge. For example, they talk to visitors about the colours they use to create their 'firework' models. On the whole, staff support children's learning well. However, staff sometimes miss opportunities to follow children's lead during activities and maximise their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a firm understanding of how to implement the safeguarding policy effectively. Managers ensure that staff's knowledge is up to date by providing staff with safeguarding training. They regularly assess staff's knowledge through a variety of methods, including quizzes and on-the-spot discussions. Staff can confidently identify signs of abuse. They are also aware of wider child protection issues, such as identifying children who may be at risk of exposure to extreme views or behaviours. Staff know how to raise concerns regarding their colleagues should the need arise.

What does the setting need to do to improve?

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

- support staff to consistently recognise when children's interest in activities changes and respond rapidly so that children can maximise the learning that takes place.

Setting details

Unique reference number	EY431104
Local authority	Hertfordshire
Inspection number	10127365
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	0 to 4
Total number of places	38
Number of children on roll	54
Name of registered person	Fairytales Day Nursery UK Ltd
Registered person unique reference number	RP528846
Telephone number	07957106785
Date of previous inspection	27 October 2015

Information about this early years setting

Fairytales Day Nursery registered in 2011. The nursery employs 16 members of childcare staff. Of these, 11 hold early years qualifications at level 3 or above, including four members of staff who hold appropriate qualifications at level 5 and 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- The inspector was given an extensive tour of the premises by the managers. During this tour, the managers and the inspector held discussions regarding the curriculum and care that is provided for children.
- The inspector took account of the views and opinions of parents from discussions and their written references.
- The inspector and a member of the management team 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 during the inspection.
- The inspector viewed a small sample of documentation. She held conversations with the management team, including discussions about staff supervision and training.

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