

Inspection of Royston Day Nursery

3 Lumen House, Lumen Road, Royston SG8 7AG

Inspection date: 16 December 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are significantly compromised. Leaders do not have sufficient understanding of their responsibility to meet the safeguarding and welfare requirements of the early years foundation stage. Children's individual health needs are not fully understood by all staff because information is not shared effectively. These weaknesses potentially place children at significant risk of harm.

Children behave well. They follow the good examples set by staff. Children respond well to staff's genuine praise and encouragement. For example, children show their pride as staff comment on their 'wonderful' dough creations. Older children learn to share resources and take turns. For example, they understand that they need to add their name to a list if they wish to use the nursery computer. This encourages children's positive behaviour, in preparation for school and future learning.

Suitable settling-in procedures help babies and children to feel comfortable as they start at the setting and move between rooms. Staff are aware of young babies' home routines and adhere to these effectively. Children form close attachments with their key person and other staff.

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

- Leaders fail to ensure that children are protected. For example, on the day of the inspection it was discovered that recent safeguarding concerns had not been reported to the relevant safeguarding agency.
- The sharing of information regarding children's specific health needs is poor. For instance, staff providing additional cover are not consistently made aware of essential information to support them in meeting children's individual medical needs.
- Leaders have addressed the actions raised at the last inspection. For example, there are sound procedures in place to ensure that correct ratios are maintained. Additionally, staff complete regular observations of children's progress and share this information with their colleagues when organising activities and experiences to support children's next steps in learning.
- Staff support children's language development, for example, by introducing new vocabulary and checking that children understand any new words. This has a positive impact on children's communication and language skills, and particularly supports those children who speak English as an additional language. Children enjoy using the recently introduced 'nursery library' and choose books to take home, including stories that reflect their home languages.
- Leaders support staff's ongoing training and development needs through regular supervision meetings. Staff report that their workloads are manageable, and they are encouraged to reflect on their work and provide feedback towards the

setting's improvement plans.

- Staff have good partnerships with parents, and parental feedback is positive. For example, parents provide regular information about what their children do at home, and staff use this appropriately to inform planning and assessments of children. Similarly, staff share information with parents to support them in extending their children's learning at home.
- Children join in with interesting activities and experiences that help to promote their creativity. For example, young children explore the texture of a range of cereals and pasta. Older children enjoy imaginative play and use resources creatively. They use dinosaur figures and wooden blocks to invent their own games and stories.
- Children listen attentively, for example, as staff read stories to them in a way that engages them and maintains their interest. Children participate in small-group activities that help to promote their literacy and mathematical skills. For instance, older children point out written numbers and letters they recognise.
- Staff acknowledge children's experiences and offer them opportunities to build on their knowledge and skills. They make appropriate use of additional funding. For example, staff identify possible gaps in children's learning and provide suitable resources to help address these weaker areas.
- Staff working with older children do not always make the best use of opportunities to extend and challenge the most able children.
- Children develop fine motor skills as, for example, they learn to use scissors and other tools. However, staff do not always encourage children to take part in larger physical activities or provide regular opportunities for them to explore outdoor areas.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not promoted. Despite staff knowing the procedures for reporting child protection concerns, these are not implemented effectively when reported to the setting's designated person for safeguarding. As a result, concerns about children's welfare are not reported to the relevant agency. Staff complete regular safeguarding training in order to remain up to date with current legislation. They are aware of the potential risks to children, such as those posed by exposure to extreme views and practices.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

ensure that safeguarding procedures are rigorously followed so that prompt and decisive action is taken where there are concerns that children may be at risk of harm	30/12/2019
share information relating to children's specific health and medical needs with relevant staff to ensure the needs of all children are met.	30/12/2019

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

- make the most of all opportunities to extend and challenge the most able children's learning to the highest level
- extend the range of opportunities for children to be physically active both inside and outdoors.

Setting details

Unique reference number	EY474157
Local authority	Hertfordshire
Inspection number	10106889
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	106
Number of children on roll	143
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01763448099
Date of previous inspection	30 April 2019

Information about this early years setting

Royston Day Nursery registered in 2014. The nursery employs 28 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 6. The nursery operates Monday to Friday, from 7am until 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jo Rowley
Kelly Eyre

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at appropriate times throughout the inspection.
- The inspectors spoke to a number of parents during the inspection and took account of their views.
- The inspectors held a meeting with both the nursery managers and a deputy manager. They looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors held a learning discussion with one of the nursery managers to understand how the early years provision and curriculum are organised. The lead inspector completed a joint observation with a nursery manager and evaluated the quality of teaching.

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.

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