

Inspection of Batford Day Care

Holcroft Road, Harpenden, Hertfordshire AL5 5BQ

Inspection date: 14 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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

The robust planning in preparation for the opening of the younger room has proved to be successful. All children are very happy and eagerly explore the inviting environments. They confidently help themselves to a wide variety of resources, including many natural and interesting items. Children show that they feel safe and secure as they enjoy frequent cuddles with the nurturing and caring staff team. Younger children use their hands to explore the sensation of coloured water in a tray. They discover how toy ducks float and create patterns in the water when they push them.

Older children are very inquisitive and enthusiastic to learn. They use small tools to squash tea bags in a cup and observe how the clear water changes colour. Children describe this as 'mud'. They add milk and are astonished at how this creates a different colour. Staff help children to understand the meaning of 'dissolve' as they add sugar to the milky liquid and notice how it changes in texture. Children show a good awareness of the uniqueness of themselves and others. They explore and discuss the contents of treasure baskets containing traditional artifacts that represent different cultures.

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

- Children show an excellent attitude towards learning. Their behaviour is exemplary as they play harmoniously together. Staff are positive role models and provide children with warm praise for their achievements. This further boosts children's already considerable confidence and sense of worth.
- The management team is ambitious and highly reflective of the provision it provides. Staff speak very highly of the support that they receive from the manager. She implements systems to ensure that staff's workload is effectively managed and their well-being is consistently supported. This means that staff feel valued and enjoy their role.
- Staff skilfully help children to use early mathematics in their play. For example, older children use large wooden shapes to create complex structures. Younger children proudly identify the shapes they create from dough.
- Partnerships with parents are strong. Staff begin to build positive relationships and gather information on children's starting points during home visits before children attend. They help to ensure consistency of children's care and learning. For example, parents receive regular updates of their child's good progress and ideas to support learning at home. In addition, staff warmly invite parents to many organised events. Parents feel that staff know their children exceptionally well and regard the setting as 'home from home'.
- Children have regular access to the inviting outdoor environment. They engage in regular physical activities. Forest school sessions support children to develop

an excellent understanding of the natural world and assess their own risks. For example, children use a specialist knife to carefully carve lengths of wood.

- Children with special educational needs and/or disabilities, and those who receive additional funding, make good progress in relation to their starting points. Strong partnerships with parents and other professionals support these children to reach their full potential. In addition, specific programmes of support, such as the nurture group, have a positive impact on children's language skills and emotional resilience.
- Excellent relationships between the on-site nursery school and the setting mean that children benefit from a very consistent approach towards their learning. The superb sharing of information means that those children who are cared for by both provisions are very happy and make a seamless move to nursery school when the time comes.
- Children are motivated to join in with planned activities. However, the learning intention of these activities is not always precise. On occasion, staff do not adapt their teaching. This means that children of different ages and abilities are not always given further levels of challenge to help them to build on their skills.
- Meal and snack times are a social and calm occasion where staff sit with children and engage in discussion with them. Staff support children to understand that the food they are eating is good for their body. However, staff practice is not yet embedded to support older children to fully develop their independence and carry out age-appropriate responsibilities, such as serving themselves food and managing their own outer clothing.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They have a good knowledge of the signs and symptoms of abuse. Staff know the procedure to follow should they have concerns about a child or if an allegation is made against a member of staff. They regularly update their training to support their safeguarding knowledge, which includes training around wider safeguarding concerns. This helps to promote children's safety and well-being. The management team follows safer recruitment procedures to ensure the suitability of staff and takes steps to assess their ongoing suitability.

What does the setting need to do to improve?

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

- enhance the quality of teaching to provide appropriate challenge for children of differing ages and abilities
- strengthen opportunities for older children to be independent and to carry out age-appropriate responsibilities.

Setting details

Unique reference number	EY301868
Local authority	Hertfordshire
Inspection number	10127354
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 to 4
Total number of places	63
Number of children on roll	96
Name of registered person	Batford Day Care Limited
Registered person unique reference number	RP525310
Telephone number	01582713872
Date of previous inspection	24 May 2016

Information about this early years setting

Batford Day Care registered in 2005. It operates from the same premises as Batford Nursery and there is a family centre hub based on site. The setting employs 33 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including both the manager and deputy manager who have early years professional status, and a qualified early years teacher. The setting is open each weekday from 7.30am until 6pm for 51 weeks of the year. It operates a holiday play scheme during school holidays, with the exception of Christmas. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector and the manager completed a walk around the setting and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector held discussions with staff and children at appropriate times during the inspection. She held a meeting with the manager, deputy manager and headteacher of the host nursery school.
- The inspector completed a joint observation with the manager and reviewed a sample of records, including evidence of staff suitability and qualifications.
- The inspector observed the quality of staff's teaching and their interactions with children during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector spoke to a number of parents during the inspection 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.

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