

Inspection of Royston Day Nursery

3 Lumen House, Lumen Road, Royston SG8 7AG

Inspection date: 27 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive enthusiastically at this welcoming nursery. Staff greet them warmly, and immediately engage them in interesting activities. It is clear that staff have friendly and caring relationships with children and know them well. This means that children are happy and secure to learn.

Children are confident and freely explore their surroundings. Babies and toddlers enjoy taking part in sensory play as they touch and feel different textures in books and discover a variety of interesting items in treasure baskets. Children enjoy being active and benefit from the well-resourced outdoor areas. They have lots of fun as they learn to ride and balance on bikes and are proud of their achievements. Children carefully navigate the climbing and balancing apparatus, developing their physical and risk-taking skills.

Children have fun developing their imagination. They demonstrate good attitudes to learning and are keen to explore and follow their ideas. Children enjoy playing with their friends in the outdoor mud kitchen, talking with each other about toppings to put on their pancakes and looking through the recipe book for ideas to inspire their cooking. Children's language skills are enhanced throughout the day, as staff appropriately explain and repeat new words to help them understand the meaning.

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

- Leaders and staff have effectively reflected on the quality of the provision since their last inspection to make consistent improvements. They use their 'Setting Improvement Plan' as a working document for all staff to be involved, inputting ideas, changes and reflecting upon the impact. Managers provide regular time for staff to discuss their work and the children they care for, such as during team and individual supervision meetings. Staff receive support for their ongoing professional development, including through an online training provider. This helps to support their practice and children's needs. Staff feel confident in approaching leaders and they feel their well-being is considered.
- Managers and staff provide a curriculum that follows children's interests and makes accurate assessments of their ongoing progress. Children become motivated learners as they enjoy their self-chosen activities. Staff skilfully encourage them as they play, developing their imaginations and creativity well. Activities are well organised to support children's concentration and full involvement. Managers use additional funding appropriately to provide resources that support children's developmental progress.
- Staff understand children's starting points on entry and regularly assess their progress. This helps staff plan for what children need to learn next and to close

any gaps in learning. Staff know the skills and knowledge they expect children to learn and develop over time. This helps children become ready to move rooms and on to school. For example, children develop their independency skills, becoming confident in dressing themselves and managing their personal care routines.

- Staff support children's behaviour well and act as excellent role models. They speak clearly so children understand what is expected of them. Children follow instructions and receive an abundance of praise and encouragement from the enthusiastic staff. As a result, children display positive levels of well-being and self-esteem.
- Children's care needs are met well. Staff work alongside parents to support toilet training and managing dietary requirements. Children develop a good understanding of routines that keep them safe, such as counting and being aware of the number of children allowed in the new 'snug' area. They learn about regular hand washing and how to reduce the spread of germs.
- Staff build strong relationships with parents. Parents speak highly about the service and communication they receive through the electronic system used, daily verbal feedback and regular newsletters. They appreciate the detailed information shared with them about their child's learning and development, including what they are working on next. Parents comment on the high levels of progress their children have made since starting the nursery and the care given.
- Staff provide a well-resourced and organised learning environment, which provides children with a good range of experiences across all areas of learning. They use established systems to make sure the indoor and outdoor areas are safe for children to play. Occasionally, some new plant growth is not identified and checked, which may be unsafe and hazardous.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have made significant improvements to safeguarding since their last inspection. Clear communication ensures all staff are fully aware of how children's health and medical needs are met. Managers and staff have a clear understanding of their safeguarding roles. They know the signs and symptoms that could mean a child is at risk of harm and understand how to report any concerns to the relevant agency in a timely manner. They complete regular training to update their child protection knowledge. This includes wider safeguarding issues such as extremism and radicalisation. Directors and area managers have a rigorous recruitment and induction process in place. This ensures safeguarding procedures and information is securely embedded in staff's knowledge from the start.

What does the setting need to do to improve?

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

- review the risk assessment and checks completed for the outdoor areas to ensure all possible hazards are considered and minimised.

Setting details

Unique reference number	EY474157
Local authority	Hertfordshire
Inspection number	10136855
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 at time of inspection	0 to 4
Total number of places	106
Number of children on roll	119
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01763448099
Date of previous inspection	16 December 2019

Information about this early years setting

Royston Day Nursery registered in 2014. The nursery employs 18 members of childcare staff. Of these 12 hold appropriate early years qualifications at level 3 or above. The nursery operates from 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

Inspector

Lorraine Sunter

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with both nursery managers and the provider. The inspector looked at relevant documentation and evidence of the suitability of staff.

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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