

# Inspection of Boys & Girls Nursery (Croxley Green) Limited

Boys & Girls Nursery, Woodshots Meadow, Watford, Hertfordshire WD18 8YS

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Inspection date: 28 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children arrive happily at nursery and staff greet them warmly. Children confidently follow routines, listen to staff and ask for help when they need it. Their emotional needs are met well. Staff sing soothingly to babies and, when outside, siblings cuddle in the garden. Older children learn to resolve minor disagreements which helps to promote their positive behaviour.

Babies learn in a fun and playful way. They watch, excitedly waiting with anticipation, as staff 'pop' balls out of a holder. Staff count to three and say the words 'ready' and 'pop', which babies have a go at repeating. They laugh with delight as the ball flies upwards. Babies crawl after it and return the ball to the staff, indicating that they wish to continue playing the game. This helps to develop their very early concentration skills.

Staff encourage children to develop a love of reading. Children read books indoors and outside. They listen well as staff read stories with expression and excitement. Older children join in with familiar phrases and answer questions that demonstrate their understanding of the story. Children practise building control with their small hand muscles. Toddlers squish play dough, and babies press buttons on toys. Older children twist caps on and off bottles and squeeze the paint out.

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

- Members of the leadership team have high expectations of staff and children. They are clear about what they want children to be ready to learn and how they can teach this. For example, staff make the most of routine times to build on children's independence abilities. This helps give children a sound skill set to start with when they move to future settings, such as school.
- Leaders accurately evaluate the staff's teaching abilities. They have a range of training and strategies in place to help staff develop even further. For example, they provide training so that staff are confident to teach phonics.
- Staff know children well. They are tuned into their interests and needs. Staff provide an interesting range of activities for children to choose from and they know what children can learn. However, they do not always question older children during play, to challenge their thinking skills to a high level.
- Staff obtain a range of details about children before they start attending. This enables staff to provide experiences that help children settle, including when they speak English as an additional language. Staff help children to learn about different cultures, for example, by celebrating festivals from around the world. However, they do not always help children to understand their similarities and differences, to promote an even greater understanding of what makes us all unique.

- Staff help children to gain an understanding of what contributes to a healthy lifestyle. Children eat a freshly cooked, nutritious lunch. Older children learn to wipe their noses and wash their hands at appropriate times. Furthermore, staff complete a robust cleaning schedule to prevent the spread of germs.
- Children thoroughly enjoy the outdoors. Babies crawl, squat and toddle. Younger children walk on beams and jump onto stepping stones, helping them to gain control of their ability to balance. Children choose if they want to play inside or outside. They also help themselves to drinks of water when needed. This promotes their understanding of how to meet their own needs.
- Parents are happy with the information they receive daily about their children. They say that they value the relationship their child has with their key person. Staff work in partnership with parents and other professionals to help meet children's needs effectively, including those with special educational needs and/or disabilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a very good knowledge of safeguarding issues. They are confident in what might indicate a concern, and the procedures to follow should they have a concern about a child. Furthermore, designated officers know the relevant agencies to liaise with to help keep children safe. There is a thorough procedure in place to recruit suitable staff. Staff undertake an effective induction programme so they understand their roles and responsibilities when working with children.

## **What does the setting need to do to improve?**

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

- help staff to develop their interactions with children so they extend older children's thinking even further
- help staff find ways to give children more opportunities to gain a deeper understanding of their similarities and differences.

## Setting details

<b>Unique reference number</b>	2509978
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10221036
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Boys & Girls Nursery (Croxley Green) Ltd
<b>Registered person unique reference number</b>	RP906301
<b>Telephone number</b>	01923604830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Boys & Girls Nursery (Croxley Green) Limited registered in 2018 and is situated in Watford, Hertfordshire. It is one of four nurseries owned and managed by the provider. The nursery employs 31 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elke Rockey

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children communicated with the inspector during the inspection.

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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