

Inspection of Kidstuff Day Nursery and Bottoms Up Baby Unit

299 Shenley Road, Borehamwood, Hertfordshire WD6 1TH

Inspection date:

28 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, the quality of education requires improvement. Children do not consistently receive good quality interactions from staff. At times, they do not reach their full potential, as staff do not deploy themselves well enough to support their development further. Children wait for lengthy periods of time during some routines of the day. For example, they sit at tables after eating lunch with nothing to do, while staff are tidying away. Children do not continually benefit from an ambitious curriculum to help them fully build on what they know and can do. Sometimes, they receive mundane interactions from staff, who do not follow children's interests. For instance, children are deeply engrossed in the home corner and staff interrupt their play to ask them to play at the tables.

Interactions between staff and babies are stronger. Staff build on their early communication skills by indicating verbally and with gestures what is going to happen next. For example, staff hold out their arms and say that it is time for lunch and wait for babies to reach back to indicate they are ready to be picked up.

Children are, generally, settled and enjoy playing with the toys. They are confident to ask staff for help. Older children play together and know how to wait their turn during games. This helps them to develop suitable social skills.

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

- Recent staff changes mean that staff are becoming familiar with their current roles. Managers conduct regular meetings with staff to discuss their teaching skills. However, this does not effectively help staff to improve their practice. For example, new training is in place to help develop staff interactions, although this is not yet fully effective.
- Staff provide a range of activities and can talk about what they want children to learn. However, at times, they do not provide children with experiences to meet their individual learning needs. Additionally, teaching skills to extend children's learning require improvement. Group times for older children are long. Children lose concentration and become fidgety. As a result, staff end up asking them to sit quietly and children miss out on focusing on meaningful learning.
- Staff do not extend children's language skills well enough. For example, they do not encourage deep conversational skills when playing turn taking games with older children. Staff repeat the same phrases, which do not extend children's learning further. Young children do not consistently experience a wide range of vocabulary. For instance, at times, staff do not use meaningful description as children play to help build their early speech.
- Leaders have clear intentions for children to learn independence skills. Yet, sometimes, staff do not give children enough opportunities to do things for

themselves. For example, staff wipe younger children's faces and they pour drinks for older children. This does give children opportunities to develop essential skills needed for their next stage of learning, such as school.

- Staff obtain a suitable range of information from parents to get to know children, when they start attending nursery. Furthermore, when children move rooms within the nursery, staff speak to the child's new key person, so the new key person can learn what the child's interests and needs are. This helps children settle in quickly to new environments.
- Children's good health is promoted well. The cook manages dietary needs well and children are served freshly cooked, nutritious meals. Staff encourage children to wash their hands at suitable times and staff clean the premises regularly.
- Leaders and staff work together with parents and outside professionals to support children with special educational needs and/or disabilities. This helps these children make steady progress in their development.
- Parents are happy with the service staff provide. They explain how their children have learned to speak English since attending and they are very happy to come to nursery. Parents receive information daily about what their child has been doing. They have access to an online system to obtain information about their child's development. This helps to provide continuity in learning and care.
- Older children squish play dough and write with pencils. Younger children practise picking up small items with their fingers. Babies crawl in and out of ball pools. These activities help children develop their physical and literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure safeguarding knowledge. They know how to identify the signs and symptoms of any concerns about children or staff. Designated safeguarding officers understand their responsibilities to liaise with other agencies, should there be concern about a child. Leaders ensure the premises are safe, for example the outdoor area is carefully risk assessed after storms caused damage to the roof. They make staff aware of any adjustments needed to help keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide effective performance management for staff to improve their teaching skills	28/04/2022

ensure staff deployment meets the learning needs of children	28/04/2022
ensure staff use the information gathered about children to plan and provide challenging and enjoyable experiences that meet children's individual learning needs	28/04/2022
help staff develop their interactions with children so they build on children's vocabulary	28/04/2022
ensure staff understand the importance of allowing children to do things for themselves to help children gain a range of independence skills.	28/04/2022

Setting details

Unique reference number	EY254839
Local authority	Hertfordshire
Inspection number	10229288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	96
Number of children on roll	67
Name of registered person	The Borehamwood Nursery Ltd
Registered person unique reference number	RP523376
Telephone number	02089530077
Date of previous inspection	6 August 2018

Information about this early years setting

Kidstuff Day Nursery and Bottoms Up Baby Unit registered in 2003. The provision employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and level 3. The provision opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm.

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 manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection.
- 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 spontaneous 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 talked 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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