

Inspection of Gadebridge Nursery & Pre-School

Gadebridge Community Association, Gadebridge Community Centre, Rossgate, Hemel Hempstead, Hertfordshire HP1 3LG

Inspection date: 22 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of interactions between staff and children is variable. Staff, sometimes, ask children questions in quick succession and do not give them sufficient time to think and respond to the questions asked. Additionally, staff, sometimes, repeat the same question many times, such as 'what colour is this' when some of the children are able to recognise the names of the colours they are being asked to identify. Staff are also, occasionally, pre-occupied with completing daily routines, such as preparing for the children's sleep and setting up the hall for the children's physical play. This means that, sometimes, children wander around with no purpose to their play.

Nevertheless, children demonstrate that they enjoy their time at the nursery. They are able to independently access good quality resources and equipment to support their learning. Children pretend to be dentists, and are supported to learn about the importance of regularly brushing their teeth and eating healthy foods. Children develop their hand-to-eye coordination and physical strength, as they manipulate and mould dough. They use tools, such as cutters and rolling pins, with growing confidence. Younger children use paint to make marks on the chalk board. Older children draw recognisable pictures and carefully observe to see what happens when food colouring is added to water. Younger children enjoy the pop-up puppets. They laugh in anticipation as the member of staff says, 'knock, knock, let's wake him up'. Children confidently manoeuvre wheeled toys. However, they are not always supported to extend and develop their skills further.

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

- The provider, who is also the manager of the provision, is knowledgeable and strives to provide inclusive care and education to all children. Staff complete mandatory training, such as child protection training, and are encouraged to access a broader range of their learning opportunities. However, overall, the quality of teaching across the nursery is variable. For example, younger children demonstrate an interest in books with pictures. However, on occasions, staff do not interact and talk to the children about the pictures on the page. Additionally, staff sing the 'morning train' song to the younger children. However, children's interest is not sustained and some roll around on the carpet.
- Staff are kind and caring towards the children. These positive interactions help children to form secure attachments and supports their emotional well-being well. Children are confident to approach staff for reassurance or to ask for things they need. From a young age, children are actively encouraged to develop their self-care skills and sense of responsibility.
- The manager and the staff form positive relationships with parents. Parents receive daily verbal feedback and are able to access their child's online learning

journal. Additionally, the manager and staff provide support and advice to parents. For example, they share strategies to manage children's behaviours and discuss the benefits of reading a bedtime story to their child. Parents comment very positively about the care and learning experiences provided for their children.

- The manager and staff understand the importance of taking relevant action to support children with special educational needs and/or disabilities. This includes making referrals to relevant agencies. The manager also uses additional funding to support children who receive early years pupil premium. For example, additional resources have been purchased to support children's emotional well-being. The manager has purchased 'feeling stones', which are effectively used to encourage the children to talk about how they are feeling.
- Staff actively support children to manage their behaviours. They encourage the children to be kind to their friends, to share the resources and to take their turn. Staff deal with incidents involving poor behaviour in a calm manner. They support children to understand their feelings and talk to them to develop their understanding as to why certain behaviours are not acceptable.
- Staff complete daily risk assessment checks to identify and minimise potential risks of harm to the children. However, on the day of the inspection, staff failed to ensure that an external door leading to a public area was completely secure. However, swift action was taken to close the door, and the children were appropriately supervised at the time.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of the potential indicators of when a child may be at risk of abuse. This includes wider safeguarding issues, such as radicalisation. The manager and staff understand the importance of making a swift referral to the relevant agencies if they have a concern about a child in their care. Additionally, they know what to do in the event of an allegation being made against them. The manager follows appropriate recruitment and induction procedures. Suitability checks are completed to ensure all staff working with the children are suitable.

What does the setting need to do to improve?

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

	Due date
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improve interactions with the children to ensure all children receive meaningful and challenging learning experiences that build on what they already know and can do	06/05/2022
ensure risk assessment procedures are effectively implemented.	08/04/2022

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

- review the organisation of planned routines to ensure staff are able to consistently meet the needs of the children.

Setting details

Unique reference number	2526887
Local authority	Hertfordshire
Inspection number	10208324
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	36
Number of children on roll	62
Name of registered person	Shining Dawn Limited
Registered person unique reference number	2526886
Telephone number	07870 542 738
Date of previous inspection	Not applicable

Information about this early years setting

Gadebridge Nursery & Pre-School registered in 2019 and operates from Gadebridge Community Centre. The nursery and pre-school employs seven members of childcare staff. Of these, six hold qualifications ranging from level 2 to level 6. The nursery and pre-school opens from Monday to Friday, all year round, from 7.30am to 6.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the provider received since the COVID- 19 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 inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents by speaking to them.

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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