

Inspection of Boys & Girls Nursery (Rickmansworth) Limited

Greville House, Chorleywood Close, Rickmansworth, Hertfordshire WD3 4EG

Inspection date: 1 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the welcoming nursery. They behave well and follow staff's guidance and instructions. Children receive support, when needed, to share and take turns. They benefit from activities that are relevant to their own experiences. For instance, toddlers wash baby dolls, which staff have provided due to the number of new siblings in the toddler room.

Children enjoy messy play activities. Younger children focus well as they explore the sand tray, eagerly moving towards this once staff have set it up. Toddlers laugh with delight as they clap their hands together after covering them in bubbles. They watch with interest as the bubbles fly into the air. Children develop their hand-to-eye coordination as they participate in creative activities. They concentrate as they control the pencils to make marks. They talk to visiting adults about what they are drawing, confidently sharing their knowledge about the colours that they use.

Children become independent. They learn to feed themselves from a young age, with staff close by to monitor them. Older children learn to move up and down stairs carefully. They know to hold the handrail to keep safe. Children receive support to settle down to sleep. When they wake up, staff are on hand to gently greet them. Children quickly become alert and join other children in their play.

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

- Babies develop close relationships with staff. They explore their environment with confidence and enjoy opportunities to follow their own interests. Staff work closely with parents to fully understand babies' needs when they first start. Staff provide warm and attentive care, which supports children to settle quickly. As a result, babies make rapid progress and move on to the pre-toddler room with ease.
- Children are confident learners. Staff know their key children well and identify appropriate next steps. Resources are carefully selected to provide the children with a range of experiences. This helps children to focus well. Children gather around the water table. Staff ask the children what they think the water mill will do when they pour the water through it. Children delight as they see the mill spin around as the water flows through. Staff encourage them to explore and make predictions. As a result, children's thinking and problem-solving skills develop well.
- Children gain a deep understanding of language from an early age through staff's positive interactions with them. For instance, staff continually sing and talk to children. Staff introduce new words to younger children at snack time, such as 'banana'. As children progress through the nursery, their strong

communication enables them form close friendships. For instance, children confidently sit around a table, talking together, while playing with play dough.

- Staff receive strong support from the management team. Managers encourage them to complete training and develop their professional knowledge. More-established staff members support less-experienced members of the team. They provide positive guidance and encouragement. Managers regularly reflect on their practice and respond positively and promptly to feedback. They involve parents in children's learning, such as by inviting them in for stay-and-play sessions. This gives parents an insight into what their children do at the nursery.
- On the whole, staff support children's learning effectively. The oldest children benefit from small-group activities. These activities help them to build their concentration ready for moving on to school. However, occasionally, staff spend too much time completing routine tasks, such as tidying up after mealtimes. This takes staff away from interacting with children. This means that children sometimes spend too long waiting for the next activity to begin, missing out on potential learning time.
- The management team has recently made improvements to the spacious outdoor area. However, outdoor learning opportunities are not always arranged appropriately by staff, such as when a large number of children from different rooms are outside at the same time. This leads to children struggling to focus and concentrate, and they are not able to fully develop their learning outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to monitor children's well-being. They are aware of the process to follow should they need to raise concerns regarding children. Staff have all completed relevant safeguarding training. They recognise possible signs of wider safeguarding issues. For instance, they are able to identify signs that a child may be at risk of exposure to extreme views or behaviour. Managers regularly ensure that staff continue to be suitable for their roles. Staff know how to raise concerns regarding their colleagues, should these arise. They are confident about what to do if the management team does not take their concerns seriously.

What does the setting need to do to improve?

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

- consider ways to adapt daily routines so that staff can maximise their interactions with children
- develop the planning and delivery of outdoor activities even further so that children can make the most of their learning opportunities outdoors.

Setting details

Unique reference number	EY478206
Local authority	Hertfordshire
Inspection number	10237475
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	100
Number of children on roll	138
Name of registered person	Boys & Girls Nursery (Rickmansworth) Limited
Registered person unique reference number	RP903355
Telephone number	01923770045
Date of previous inspection	27 January 2017

Information about this early years setting

Boys & Girls Nursery (Rickmansworth) Limited registered in 2014. The nursery employs 35 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. This includes one member of staff with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jenny Hardy
Emily Woodhead

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk of all areas of the nursery. They discussed how the curriculum was arranged and what staff intended children to learn.
- The manager and inspectors jointly observed staff's interactions with children. They held discussions regarding the impact of these interactions on children's learning and development.
- The inspectors spoke to parents to seek their views of the nursery, and these were taken into account.
- The inspectors held discussions with the management team and viewed documentation, including staff suitability documents, complaints logs and insurance documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022