

# Inspection of Flower Pots Day Nursery (Apsley)

39 London Road, HEMEL HEMPSTEAD, Hertfordshire HP3 9SP

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Inspection date: 29 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are extremely happy and settled throughout this nursery. They are warmly welcomed by staff as they start their day in this calm and inviting environment. Children become deeply engrossed in activities as they explore jelly, rice and cotton wool. They squish the materials in their hands and talk about how it feels. Staff support children to use new language, such as 'squishy' and 'sticky'. Older children learn about dinosaurs and their habitats. Staff teach them about carnivores and herbivores, developing their understanding of the natural world.

Babies develop an interest in books as they sit together and staff read to them. They smile and giggle as staff teach them different animals sounds. Children look at 'Family books', which are created for each child. They learn about differences in families and what makes them unique.

Staff have high expectations for children's conduct and behaviour. Children quickly learn from positive examples as staff support them to understand that their behaviour has an impact on others. Children share dressing up clothes and take turns to read the register as they role play going to school. They assist with tidying up the toys, helping them to develop respect for their environment. Staff provide plenty of praise, building children's self-esteem.

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

- Initial assessment gives the team a firm understanding of where each child is when they first start. Babies' routines are mirrored from home to enable them to settle quickly. Staff swiftly develop close bonds with the children, which enables children to feel safe and assured. Staff have a precise knowledge of each child. They know what children can do and what they need to build on. This enables staff to provide learning opportunities to support children to make good progress.
- Children become increasingly independent as they move through the nursery. They learn how to put their shoes and coats on. Lunchtime provides opportunities for children to serve their own food and pour their own drinks. Strong friendships are formed as they chat to each other during mealtimes. They are kind to each other as they play together and welcome visitors to the setting.
- Transitions through the nursery are supported very well. Staff skilfully help children to settle in their new environment. They ensure that children are secure in their age-appropriate skills before moving on, enabling them to learn effectively at each stage. Children throughout the nursery have a positive attitude to learning.
- Staff develop strong working partnerships with parents. There are clear channels of communication. Parents' evenings and stay-and-play sessions enable parents

to stay fully informed on their child's progress and development. Newsletters with monthly topics such as car safety and online safety are shared, keeping parents up to date with the latest information. During the COVID-19 pandemic, the team worked hard to keep in regular contact with families. Online videos, daily activities and stories were shared. Parents comment that 'the team are approachable, welcoming and maintain a high level of professionalism'.

- Staff quickly identify children with special educational needs and/or disabilities (SEND). They work closely with parents and external professionals to ensure children receive the focused support they need. This ensures that children with SEND are given the best opportunity to achieve and make good progress from their starting points.
- Management has a clear vision to continually enhance the provision. Recent changes to the classroom have enabled staff to focus effectively on preparing children for school and encourage better behaviour. As a result, children have improved outcomes as they demonstrate confidence and are secure in the abilities they need to progress to the next stage of their education.
- Planned activities provide interesting sensory experiences for children. Toddlers explore soil and oats and use spoons to scoop and fill cupcake cases as they develop their fine motor skills. At times, staff are not always best deployed to facilitate these activities. Additionally, on some occasions, staff do not always allow children enough time to respond to questions and develop their skills in critical thinking and solving problems.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff demonstrate a good awareness of the signs and symptoms of neglect and abuse. They know who to report to should they have concerns about a child or the conduct of others. Leadership and management have high expectations of staff, and this is followed up with extensive training to ensure all staff are fully aware of any risks and what action to take. There are comprehensive policies detailing information for staff to access when required. Robust recruitment processes are in place to ensure the staff suitability. Children are kept safe as staff remain vigilant and supervise children extremely well.

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

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

- review the organisation of planned group activities to improve the deployment of staff in order to better support the children
- support staff to develop their practice so that they give children time to respond to the questions that are asked of them.

## Setting details

<b>Unique reference number</b>	2567934
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10239247
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Flower Pots Day Nursery Childcare Ltd
<b>Registered person unique reference number</b>	2498861
<b>Telephone number</b>	01442 269060
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Flower Pots Day Nursery (Apsley) registered in 2020 and is situated in Hemel Hempstead. It is open from 7am to 6.30pm Monday to Friday all year round. The nursery employs 23 members of staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The managers joined the inspector on a learning walk. They talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The managers and the inspector carried out a joint observation in the toddler room.
- The inspector looked at relevant documentation. This included evidence of staff suitability, training records and safeguarding documents.
- The inspector spoke to parents during the inspection and also took account of written views from parents.

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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