

Inspection of Table Hall Nursery Ltd

84-88 Pinner Road, WATFORD WD19 4EH

Inspection date: 7 October 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 arrive happy and separate from their parents with ease. They behave well and develop positive attitudes to their learning. The well-organised environment promotes their natural curiosity and eagerness to learn. Children are confident and interact well with staff. All children, including those with special educational needs and/or disabilities (SEND), make good progress. Children's emotional well-being is significantly enhanced by the caring staff, with whom they form close relationships. Staff are highly responsive to children's needs. For example, they instantly follow children's fascination, such as messy play.

There is a strong focus on communication and language. Staff respond to children's attempts at communication and name physical objects to support early language development. Staff use positive language and are good role models. In turn, children interact and play positively. Children are encouraged to be proud of their achievements, which is reinforced by staff. Children behave well. For example, they are given a 'high five' and smile as they relish in this. Children benefit from lots of fresh air and exercise. Children learn about the world around them. They enthusiastically explore the spacious and well-resourced outdoor area.

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

- Management and staff have a clear understanding of what children need to learn across all areas of the curriculum. There is a strong emphasis on communication and language development. For example, staff frequently check children's progress with careful questioning. They use visual aids to support the development of their spoken language.
- The manager has put in place strategies to improve behaviour management. Staff have been given training on strategies to support children to talk about their feelings and articulate their wants. For example, they use emotion cards to describe feelings. Children are, therefore, beginning to manage their own behaviour and understand how this can have an impact on others.
- Children are learning the importance of leading a healthy lifestyle. They enjoy healthy and nutritious snacks and engage in outdoor energetic play. Children are beginning to understand the importance of handwashing. For example, children know to wash their hands after playing in the garden. Staff explain to the children how cleaning can help to get rid of germs.
- Partnerships with parents are highly effective. Parents are actively involved in all aspects of their child's learning and development. Staff keep them well informed of their child's progress through regular progress meetings and the sharing of the children's learning journals. Parents are encouraged to share their children's achievements from home. These collaborative partnerships help to greatly enhance children's emotional well-being and confidence.

- The special educational needs coordinator (SENCo) helps staff to support children with SEND. The SENCo communicates with key persons and parents to provide updates and share agreed targets. This builds on the strong partnerships to support children's learning.
- The management team completes peer observations and supervisions with staff and supports them to grow in confidence. However, areas of improvement and key training areas for staff are not always clearly identified. As a result, not all staff are clear on their next steps in their professional development.
- Staff provides a personalised approach to learning, where they consult children and follow their interests. Key persons use their ongoing assessments to identify children's next steps in learning. Each day, the key persons have a small group of focus children. They use this opportunity to observe, teach and record any key learning for these children. Staff involve parents before the focus week by asking them to share information about their children's interests at home, including any significant events.
- Staff encourage children to make free choices in their play from the range of activities on offer. For example, in the garden, children jump from a large climbing frame. As a result, children learn to be independent at a young age and take risks in their play, while in a safe environment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibility to safeguard children. They are clear about the procedures for reporting a concern about a child in their care. Staff keep their safeguarding knowledge up to date and attend regular training. For example, they are aware of a wide range of safeguarding issues, such as county lines and the 'Prevent' duty. Staff care for children in a safe and secure environment. They complete daily risk assessments to identify and remove any hazards and to keep children safe.

What does the setting need to do to improve?

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

- enhance supervisions for staff to focus professional development opportunities more sharply on providing them with clear targets, that will enable them to provide the highest level of education to children.

Setting details

| | |
|--|---|
| Unique reference number | EY466296 |
| Local authority | Hertfordshire |
| Inspection number | 10236245 |
| 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 | 1 to 4 |
| Total number of places | 80 |
| Number of children on roll | 115 |
| Name of registered person | Table Hall Nursery Limited |
| Registered person unique reference number | RP907076 |
| Telephone number | 01923242778 |
| Date of previous inspection | 23 November 2016 |

Information about this early years setting

Table Hall Nursery Ltd was registered in 2013. It is located in Bushey, on the outskirts of Watford, Hertfordshire. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including the manager who has early years professional status. The nursery opens Monday to Friday, all year round from 7.15am to 6.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery runs an after-school club, which operates from 3pm to 6.30pm daily.

Information about this inspection

Inspector

Julia Maynard

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 provider and has taken that into account in their evaluation of the setting.
- The provider and the inspector carried out a learning walk together and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The provider and the inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector through discussions.
- The inspector reviewed evidence of staff's suitability.

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