

# Inspection of Little Nightingales Day Nursery

Nightingale Cottage, Barnet Road, London Colney, ST. ALBANS, Hertfordshire AL2  
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Inspection date: 9 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children show happiness across the setting. They enjoy a home-from-home experience provided by adults who give warm and nurturing care. The manager has created a curriculum that supports children well. They make consistent progress during their time at the setting. Children enjoy a range of experiences that support language and communication. They enjoy singing familiar rhymes and songs. They delight in listening to stories. Staff know the children well and understand what they enjoy and what they already know and can do. They plan a variety of experiences for children that build on this. For example, children made craft homes for the three little pigs as they had been learning about families and homes and wanted to extend their ideas.

Children have a good understanding and respect for nursery rules. They show respect for others and listen well to instruction. They enjoy their learning and show positive attitudes. Older children show perseverance in tasks. Activities keep children engaged for periods of time. They often return to the same activities. Since the start of the COVID-19 pandemic, parents have not been entering the setting. The manager has made sure that communication has remained effective.

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

- Children access a curriculum that helps to build on what they already know and can do. Staff have a good knowledge of the children, including their interests and next steps in learning. They use this information to deliver a range of experiences across the seven areas of learning. For example, babies who are learning to walk practise this skill regularly. This prepares them for the next stage in their education.
- Staff understand the importance of developing children's communication and language skills. Children are supported well to develop vocabulary. Across the day, staff use back-and-forth chat. This helps children to develop an awareness of communication. For example, when playing in the sand, adults talk to children as they play. They describe the sand as 'damp' and introduce words such as 'pat' as children fill buckets with sand.
- Children behave well in the setting. When minor disputes occur, staff remind children of the rules. Children remind their peers to say 'sorry' for pushing their friends. Across the nursery, children spend time concentrating on activities until they are happy with the outcome, for example when practising their cutting skills. They concentrate as they move the scissors with confidence. Once completed, they share their achievements with pride.
- The key-person system is effective. Children form secure and trusting bonds with adults. Younger babies experience home-from-home routines. They enjoy warm and nurturing care. Children are developing emotional security and show a

sense of safety in the setting. Staff promote children's independence. They support children in managing their own needs. For example, older babies use cups instead of lidded beakers. This prepares them for the move to the toddler room. Older children pour water and put on their coats.

- Children with special educational needs and/or disabilities make good progress. Effective partnership working supports children. The special educational needs coordinator understands how to help children and their families, for example when creating education healthcare plans. As a result, children receive appropriate support.
- The manager has a good oversight of the curriculum and its effectiveness. She makes changes and improvements when needed. Staff access regular training. This links to improvements in the curriculum. Staff develop their skills and knowledge over time. This ensures that there are improvements in the curriculum. Staff feed back what they have learned to the wider team.
- At times, arrangements for transitions are not highly effective. For example, during mealtimes, children have to wait and become restless. At other times, children wait for adults to put beds away or open the doors to the garden. This results in less meaningful experiences for children's learning and development.
- Parents are happy. They comment that children make good progress with their learning, especially with their communication skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and understand how to keep children safe. The manager has created a strong safeguarding culture where all staff have a good understanding of when children might be at risk. This includes knowledge of the indicators for a wide range of abuse types, including identifying when children may be at risk from radicalisation, physical abuse and neglect. The manager ensures that staff receive regular training to keep their knowledge up to date. All staff are aware of their responsibilities to report concerns and what to do in the event that they need to take concerns beyond the setting. The manager has robust systems for checking the suitability of staff who work at the nursery. This makes sure that children are protected from future risk.

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

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

- develop the way that periods of transition are organised to ensure that children remain engaged in experiences that continually support their learning and development.

## Setting details

<b>Unique reference number</b>	EY348672
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10235081
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	48
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Little Nightingale's Children's Day Nursery Limited
<b>Registered person unique reference number</b>	RP905553
<b>Telephone number</b>	01727 827533
<b>Date of previous inspection</b>	6 March 2017

## Information about this early years setting

Little Nightingales Day Nursery is located in the conservation area of London Colney in St. Albans. It registered in 2007. The nursery is open all year round, Monday to Friday, from 7.30am until 6.30pm. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Ford

## 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 joined the inspector on a learning walk and talked to the inspector about what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a story time with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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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