

Inspection of Boys & Girls Nursery (Watford) Limited

Central Hall, Loates Lane, WATFORD WD17 2PA

Inspection date: 7 March 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children do not consistently benefit from high-quality teaching. At times, some staff in the toddler and pre-school rooms do not regularly engage children in meaningful conversations to support their learning and development. For example, staff sit with pre-school children at lunchtime, but make little attempt to engage with children to support their understanding of healthy eating and behaviour expectations. However, babies enjoy nurturing, meaningful interactions with staff, who take every opportunity to support their learning and well-being. For example, babies enjoy playing peekaboo with staff in the soft-play area. Staff encourage babies to develop their muscles by crawling through, and hiding in tunnels. Babies giggle with delight when they spot their friends and the enthusiastic staff. This supports babies' physical and emotional development.

Children enjoy their time in the nursery. They happily explore the wide variety of age-appropriate activities, which staff plan around their interests and needs. Children play an active role in planning their learning environment. For example, children in the pre-school room are nominated to attend planning meetings. They discuss their current interests with staff and explore possible activities, which would enhance their knowledge.

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

- Although the provider has induction processes in place, they do not consistently support new staff to establish clear expectations of their role prior to starting. Some new staff do not engage with children during activities to support their learning and development. Furthermore, although the manager completes regular appraisals and supervision meetings with staff, these processes are not effective in consistently raising the quality of their practice.
- Children behave well in the nursery. They follow instructions and take turns in activities. When children are seen behaving in a way which could harm them or others, staff are quick to intervene to keep them safe. However, staff do not consistently support children's understanding of why their behaviours may be hazardous. Rather than explaining the impact their actions may have on themselves and others, staff simply remove them from the situation.
- Children of all ages develop a love of books to support their literacy skills. Every room has a reading area with age-appropriate books for children to explore. Staff in the baby room in particular create wonderful interactive story sessions in the cosy, canopied story den. For example, babies become deeply engaged exploring sensory books. Staff highlight features of the characters, and support babies to point to the same features on their faces.
- The manager and provider actively seek feedback from other professionals. They use the information gathered to make well informed changes to their practice.

For example, the provider has greatly enhanced the methods used to communicate with families. Parents speak positively about the electronic journal system, which allows staff to share detailed information about children's progress and routines.

- Children's independence is well supported. Babies and toddlers are encouraged to feed themselves at mealtimes. They are supported to use cutlery appropriately, and wipe their hands and faces after they have finished. Pre-school children take pride in completing age-appropriate tasks throughout the day. For example, they take turns setting the table for lunch, and tidy up well after completing activities.
- The manager and staff establish positive relationships with parents and carers. They regularly provide opportunities for families to visit the nursery and engage in children's learning. For example, children prepare special breakfasts to share with their loved ones, and delight when family members visit to read stories to them and their friends.
- Staff support children's curiosity particularly well in the pre-school room. They plan exciting activities to enhance children's knowledge of their chosen topic. For example, children mix shaving foam and paint to create the colours of planets as one of their space-themed activities. Staff encourage children to use books to compare the features and colours of various planets. Using this information, children correctly identify which planets they have made.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff understand their responsibilities to keep children safe. They have a broad understanding of the various signs which could mean a child is at risk from harm and the correct process to follow when escalating any concerns. Staff confidently discuss the action they would take if they had concerns about the behaviour of a colleague towards children. They also have a clear understanding of who to contact if they felt any safeguarding concerns were not being addressed appropriately.

What does the setting need to do to improve?

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

	Due date
enhance current induction processes and ensure they are effective in enabling staff to have a clear understanding of their role in supporting children's learning and development from the start	16/07/2023

develop effective training and coaching strategies to support staff to consistently engage in high-quality interactions with children, and understand the positive impact this has on children's learning and development.	16/07/2023
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To further improve the quality of the early years provision, the provider should:

- increase staff understanding of effective behaviour management strategies to enable them to consistently support children's understanding of appropriate behaviour, and the impact potential hazards may have on themselves and others
- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn, so that all children benefit from high-quality learning opportunities.

Setting details

Unique reference number	EY367669
Local authority	Hertfordshire
Inspection number	10276549
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	94
Name of registered person	Boys & Girls Nursery (Watford) Limited
Registered person unique reference number	RP903353
Telephone number	01923 247800
Date of previous inspection	20 July 2017

Information about this early years setting

Boys & Girls Nursery (Watford) Limited registered in 2008. The nursery opens Monday to Friday all year round, apart from bank holidays. Sessions are from 7am until 7pm. The nursery employs 28 members of childcare staff. Of these, 17 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

Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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