

Inspection of Old MacDonald's Day Nursery

Leverstock Green C Of E Primary, Green Lane, Hemel Hempstead, Hertfordshire
HP2 4SA

Inspection date: 4 April 2023

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

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by the staff. They have access to a good range of toys and activities and demonstrate a positive attitude to their learning. Children form attachments with the staff, which supports their emotional well-being. They receive praise for their efforts and achievements, which develops their confidence. Babies are encouraged to listen to different sounds as they shake musical instruments. They explore different textured items in the treasure baskets. Younger children concentrate as they use different fruits to print marks on paper using paint. They develop their muscle strength as they use their fingers to press and manipulate dough.

Older children share ideas as they play. For example, children solve problems and demonstrate their imaginative skills, as they use wooden construction materials to build enclosures for their pretend snake and giraffe in their zoo. Staff successfully build the children's enjoyment of the activity by suggesting that they could use other resources to pretend to feed the animals. Older children enjoy re-enacting familiar stories. They recite familiar phrases as they pretend to ski through a snowstorm. Older children count well, differentiate between big and small objects and match objects according to their colour.

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

- The provider and management team demonstrate a clear vision for the ongoing development of the nursery. They regularly evaluate their practice and look at ways to continually improve the provision. For example, they intend to extend links with the community, for example by taking children to a local library. Staff state that they enjoy working at the nursery and that their emotional well-being is supported well.
- Staff have a sound knowledge of the children's stage of development. They plan the curriculum based on the children's interests and individual learning needs. However, on occasion, staff do not use every opportunity to extend children's learning during spontaneous activities. Staff also sometimes ask children questions but do not always give them time to think and respond to the question asked. Additionally, planned daily routines interrupt the children's play and opportunities for them to continue their learning and to complete activities they are enjoying.
- Staff implement effective strategies that support the children to learn to manage their feelings and behaviour. Young children are encouraged to be kind to their friends, to listen and walk in the indoor environment. Older children are provided with images of children expressing different feelings. This supports them to talk about how they are feeling. Additionally, group activities are successfully used to encourage older children to share, take turns and listen to other children's

thoughts and ideas.

- Staff effectively support developing children's communication and language skills. They respond appropriately to babies' gestures and sounds, and introduce younger children to new vocabulary, such as 'mixing' and 'scooping' as they fill their buckets with sand. Older children use their developing language to describe what they are doing.
- From a young age staff effectively support children to develop their independence and sense of responsibility. Children learn to serve their own food, pour their own drinks, wipe their noses and put their tissues in the bin. Younger children eagerly attempt to put on their own outdoor clothing and are praised by the staff for their achievements.
- Children enjoy nutritious meals and snacks, and follow appropriate hygiene routines, which promotes their good health. They enjoy being physically active in the fresh air. Younger children are encouraged by the staff to kick the ball to one another. They demonstrate their climbing skills as they ascend the steps of the slide. Older children carefully manoeuvre the wheeled toys around the roadway track.
- Staff work closely with parents to identify children's care routines and gather information about children's interests and what they can already do at the start of the placement. This supports consistency and helps the children to settle. Parents speak highly of the nursery and state that they value opportunities to join in special events, such as Mother's Day celebrations.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff confidently recognise the signs and symptoms of when a child may be at risk of harm. They know the reporting procedures to follow should they become concerned about the welfare of a child or the conduct of a colleague. Secure recruitment and vetting procedures are followed. The premises are secure, and staff supervise the children. A range of policies and procedures are in place to support the management of the nursery. However, a confidentiality breach recently occurred involving the sharing of information. Management therefore took immediate action to ensure that this does not happen again.

What does the setting need to do to improve?

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

- support staff to use every opportunity to extend children's learning during spontaneous activities; this includes providing children with enough time to process questions before expecting a response
- support staff further in following daily routines while still recognising and allowing children time to continue to complete activities they are enjoying.

Setting details

Unique reference number	2699152
Local authority	Hertfordshire
Inspection number	10285216
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 5
Total number of places	80
Number of children on roll	83
Name of registered person	Old Macdonald's Day Nursery Ltd
Registered person unique reference number	RP523462
Telephone number	01442967447
Date of previous inspection	Not applicable

Information about this early years setting

Old MacDonald's Day Nursery opened in 2022 and operates from Leverstock Green Church of England Primary school in Hemel Hempstead. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications, which range from level 2 to level 6. The nursery opens from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- The inspector took account of the views of parents from written information provided by them.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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