

Inspection of Charters Nursery

YMCA Woodlands Centre, Leavesden Country Park, College Road, Abbots Langley,
Hertfordshire WD5 0GU

Inspection date: 26 May 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are welcomed into this caring environment by managers and all staff. The management team have high expectations of the key-person approach, where staff create strong bonds to support children to feel safe and secure at nursery. Staff build relationships with children and get to know them well to ensure they feel settled and their emotional development needs are met.

Children's physical development is well supported throughout the nursery, both indoors and outdoors. Babies climb low-level equipment to practise manoeuvring and build their muscles. For example, they explore 'up and over' furniture to steadily climb up one end and slide down the other. Staff support the youngest children to celebrate their success, to build their self-esteem. Children are encouraged to persevere, with positive interactions from staff to support their achievements.

Children show a deep love of reading. They engage in interactive books with a range of resources and puppets associated with stories that staff read. Children enjoy the animation of reading and demonstrate noises that the illustrated animals make. As children transition through the nursery, staff support them to make good progress in their development, as they understand their nursery curriculum well. Staff know what children need to learn next and how this can be skilfully supported. They nurture children's feelings and model associated vocabulary, supporting children to develop their emotions.

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

- Managers are passionate about the curriculum they design for children. Their strong ethos ensures that children benefit from adult interactions as much as possible, to develop their learning. Learning continues outdoors as children move from one area to another to make more choices. This supports children to make progress across all areas of development.
- Children are offered some support in developing their independence. For example, children locate their own baskets to change their shoes and have a go at changing their own clothes. However, staff do not always support younger children, for example, to self-serve their drinks. At times, staff offer too much support, limiting children's ability to do this for themselves.
- The special educational needs coordinator (SENCo) targets intervention for children who may need additional support. This is key for early intervention. The SENCo works with other professionals to ensure that children make good progress in their development. Progress checks for children aged two years are conducted to enable staff to make timely referrals. Additional funding is used thoughtfully, for example, to support children with specific resources.

- Staff assess what children can do and plan what they will learn next from this information. They mindfully step in when children may need extra support. However, at times, during transitions in the routine, large group times can result in children losing focus and waiting for periods of time before moving on.
- Staff share information with parents regularly to discuss the progress children make. They invite parents to attend meetings so children are supported with transitions they make through the nursery. Staff prepare children to become familiar with this process by creating settling sessions for children.
- The management team supports staff in base rooms and in developing their practice. Managers take time to ensure that they know all children and how to support staff to implement activities. For example, children demonstrate an understanding of how to take care of china teapots and learn to incorporate these objects in their play.
- Parents speak highly of the nursery and feel that staff's communication is excellent. They positively discuss the progress of their children and appreciate the care given by all staff. They make recommendations for other families to join, with many parents choosing to use the nursery for further siblings.
- Changes made as a result of the COVID-19 pandemic have supported the setting to implement long-lasting systems to ensure that children receive the best possible outcomes. For example, older children are supported to take responsibility for their belongings.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff attend regular training to keep up to date with safeguarding. Staff recognise the signs and symptoms of abuse. They understand wider concerns, such as female genital mutilation and the 'Prevent' duty. Staff know what action they must take if they are concerned about children's welfare or a colleague's behaviour. Robust recruitment and induction processes are in place to ensure the suitability of all staff in their roles. All staff are aware of children's dietary requirements and a coloured placemat system is in place to ensure requirements are met and allergen incidents are minimised.

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 provide more opportunities for children to do things for themselves and become independent in their self-care abilities
- consider the management of group times and staff deployment during transitions to maintain children's focus and minimise waiting times.

Setting details

Unique reference number	130485
Local authority	Hertfordshire
Inspection number	10285894
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	0 to 4
Total number of places	94
Number of children on roll	114
Name of registered person	One YMCA
Registered person unique reference number	RP904332
Telephone number	01923 662221
Date of previous inspection	23 October 2017

Information about this early years setting

Charters Nursery registered in 1998. It employs 17 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 3. The nursery opens from 7.30am until 6.30pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Courtney McAllister

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 setting.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum and the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The SENCo spoke to the inspector about how children with special educational needs and/or disabilities are supported.
- The inspector carried out a joint observation of a group activity with the manager.
- The management team showed the inspector relevant documentation to demonstrate the suitability of staff and their paediatric first-aid certificates.

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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