

Inspection of The Potters Bar Day Nursery and Pre-school

86 High Street, Potters Bar, Hertfordshire EN6 5AT

Inspection date: 3 August 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 thoroughly enjoy their time at nursery. Their emotional needs are well supported by staff who are attentive and caring. Children quickly become engaged in their chosen activities. Younger children get pleasure from filling containers with water and pouring it over the plants. Older children gain an understanding of the world through activities that capture their interest. For example, they show great intrigue as they move toy sharks and orcas through shaving foam. When children ask, 'Why do lots of orcas live together?', staff help them to use factual books to research the information. For instance, children learn that orcas live together to help keep them safe. This helps children to develop a wide knowledge base and to make deep connections within their learning.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). They monitor children's progress well and identify when some children need extra support. Children behave well. They follow the rules and learn to treat others with respect. Those who need extra support learn techniques to help them regulate their own behaviour. This helps children to develop skills that will prepare them for their future learning.

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

- Managers and staff have created an ambitious curriculum based on what children already know and can do. Overall, staff plan carefully for children's development. They use the information gathered from parents and their observations to help them plan activities. Occasionally, staff are not clear enough about what they expect children to learn and overcomplicate the activity. For example, sometimes staff introduce too many concepts and too much information, and children lose interest.
- Staff promote children's early communication skills well. They monitor the progress of children's speech closely. They model language and introduce new words to extend children's vocabulary. For example, staff introduce babies to many sensory experiences, indoors and outside, such as flour, mud and sand. Staff make and use sounds that babies have heard before. Older children love to listen to stories and do familiar actions. Children laugh at staff and respond with the correct answer when staff deliberately mix up the title of the book. Staff work closely with other professionals to provide well-targeted support to help children with SEND to develop their communication skills.
- Staff support children to have an awareness of the diverse world in which they live. Older children draw self-portraits using mirrors to look at their facial features. Children talk about the similarities and differences between them.
- All children enjoy regular access to the outside area. They have fun exploring a range of activities and practising their physical skills. For instance, toddlers show

good coordination and balance as they navigate the balancing beam. Older children use their imaginations to make up games to play with their friends, and they run and hide.

- Support for children with SEND is a strength of the nursery. Staff swiftly identify children who need additional support and work with other professionals. They have good knowledge of strategies to support children. Staff work closely with parents and other professionals to ensure that these strategies are consistently used to support children's progress. This contributes to the strong progress children with SEND make.
- Managers and staff use additional funding to support and encourage children's individual learning. For instance, they purchased a spinning chair to help children strengthen their core muscles as they grip and spin.
- Children are very independent. They pour drinks of water and look in the mirror to wipe their noses. Staff work closely with parents to support children to become toilet trained.
- Staff feel valued and well supported by managers, who have a clear vision for the setting. Managers and staff work very well as a team. They meet regularly to discuss professional development.
- Parents are very happy with the support they receive. They say their children are very happy here, and they have strong relationships with staff.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have completed safeguarding training and have a good understanding of how to keep children safe. There are several members of staff who have completed designated safeguarding lead training. The manager completes specific risk assessments for the nursery. Staff are aware of how to identify risks and hazards to help keep children safe. Staff know the whistleblowing procedure and the steps to follow should an allegation be made against a staff member. The manager has robust recruitment and induction procedures in place. She completes rigorous checks to ensure that only those suitable to work with children do so.

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 ensure they are clear about what they want children to learn and do not overcomplicate activities.

Setting details

Unique reference number	2684898
Local authority	Hertfordshire
Inspection number	10304212
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	1 to 4
Total number of places	53
Number of children on roll	97
Name of registered person	Little Garden Day Nurseries Limited
Registered person unique reference number	RP519313
Telephone number	01707 655 122
Date of previous inspection	Not applicable

Information about this early years setting

The Potters Bar Day Nursery and Pre-school registered in 2022 and is based in Hertfordshire. The nursery is open Monday to Friday from 7.30am to 6.30pm, all year round. There are 20 members of staff, 15 of whom hold appropriate early years qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Topham

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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