

Inspection of Boys & Girls Nursery (Watford) Limited

Central Hall, Loates Lane, WATFORD WD17 2PA

Inspection date: 28 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Significant improvements have been made since the last inspection. Staff clearly understand what they want children to learn. They use methods, such as simple repetition, to embed children's learning and to build on what children already know and can do. Staff understand how to extend children's learning at the right time, and to help their good progress. For example, staff know which children in the pre-school room can recognise the letter 'a' and know the sound it makes. They recall past learning, such as the initial letter sound, then encourage children to identify things that start with that sound, testing out what children have learned.

Staff focus on children's communication and language skills with enthusiasm and skill. For example, staff in the baby room use music and song to help babies to learn the rhythm and patterns of language. Babies move their bodies to music and copy staff actions, while staff sing in a lively tone of voice. Staff vary tone and volume to help babies to understand the meaning of words. They use a soft tone when singing about 'sleeping bunnies', singing loudly when the 'bunnies' are jumping. Babies jump along, clapping and stamping their feet. Staff commentate on their actions, repeating 'stamp, stamp, stamp'.

Staff know children's likes and dislikes and shape activities to help all children access learning equally. For example, they place transparent film over paint for children who do not enjoy the feel of paint on their hands. Children move and swirl the paint with hands and brushes, exploring the effect their movements make, while avoiding touching the paint.

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

- There is a well-balanced and broad curriculum across the nursery. Managers and staff understand what children can already do and what they need to learn next. They focus on this to offer experiences to help children develop in all areas of learning. Staff have completed much relevant training since the last inspection. They are now clearly aware of how to support children's development. For example, communication and language development is now strong across all age groups.
- Staff know the needs of children, including those with special educational needs and/or disabilities (SEND) well. They use this information to provide and adapt experiences to support their ongoing development. The SEND coordinator works closely with parents, staff and other professionals to thoroughly assess each child's needs, and to help children with SEND to meet their potential. Staff are vigilant about signs that children may not be developing as expected. They confidently share these concerns with management so that children receive the right help promptly.

- Leaders and managers have taken considerable steps to improve children's experiences across the nursery. Robust oversight from management helps to swiftly address any areas of weaker practice. Staff report that they feel well supported in their roles and have ample opportunity to share their views. They report that management is flexible to help them meet training commitments while respecting their home lives.
- Parents praise how their children have settled in and they feel the key-person system works well. They feel they have plenty of information about their children's day and praise how the setting manages specific needs, such as dietary requirements.
- Toddlers enjoy exciting learning experiences. At times, they become deeply involved, such as when hunting for 'minibeasts' that staff hide in mud. They dig with trowels and examine creatures they find with magnifying glasses. Staff prompt children to describe what they see, developing their language. Children practise fine motor skills, handling tools and exploring the feel of mud on their hands. However, staff follow a relatively fixed routine within the toddler room. At times, they move children on to the next experience, without giving them time to complete their current learning. Consequently, children do not always get to see their ideas through to their conclusion.
- Staff and children from other rooms access the garden through the toddler room. They have to negotiate tables and other equipment, which sometimes distracts children. While managers have identified this issue, they have not yet found a solution to best support children's learning in this room.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are all fully aware how to identify signs and symptoms of abuse and neglect. They understand internal and external reporting procedures to seek help. Staff are all confident to follow whistle-blowing procedures if needed to alert management to concerns. Clear procedures are in place to help managers take swift and effective action to address any safeguarding concerns. Managers are alert to any issues with the suitability of adults who work with children.

What does the setting need to do to improve?

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

- develop the organisation of the layout of the toddler room to help children and staff to move with ease through this area, to avoid disruption to children's play
- support staff to consider more carefully when to move children in the toddler room to the next activity or experience, to enable children to see their chosen learning through to its conclusion.

Setting details

Unique reference number	EY367669
Local authority	Hertfordshire
Inspection number	10284097
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	85
Name of registered person	Boys & Girls Nursery (Watford) Limited
Registered person unique reference number	RP903353
Telephone number	01923 247800
Date of previous inspection	7 March 2023

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

Naomi Brown

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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