

# Inspection of Flower Pots Day Nursery (Kings Langley)

1 Hempstead Road, Kings Langley WD4 8BJ

---

Inspection date: 13 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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

Leaders and staff have created an environment where children feel happy, safe, and secure. As they arrive, children are greeted warmly by adults. The well-established key-person approach supports children to separate from carers with ease and quickly settle into their nursery day. Children across the nursery benefit from staff who are nurturing and supportive. This helps children to develop secure attachments and emotional security.

Children show high levels of enjoyment and concentration as they engage in a wide variety of carefully planned experiences. Staff use their knowledge of children to determine what learning should be supported next. The scope and range of activities support the many different learning styles and interests of children. For example, as babies become more physically active, staff introduce soft play activities. This not only promotes children's physical development but helps children to explore risk and develop their own boundaries.

Staff consistently use positive language and role modelling throughout the day. They praise children for remembering the expected behaviours such as 'walking feet'. Children are polite and well mannered. In the younger rooms, staff encourage children to say 'please' and 'thank-you'. Consequently, as children move through the nursery they require very little prompting.

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

- The manager is visionary. She has a clear understanding of the type of nursery she wants to run. She regularly updates her own knowledge. This in turn inspires and supports staff to develop their own practice. Regular supervisions help staff to feel valued and understand the impact of their contributions on children's development. This translates into improved teaching and learning for children.
- Leaders have implemented a curriculum that supports all children, including those with special educational needs and/or disabilities, to make progress in their learning and development. Well-considered activities and teaching help children to develop a broad range of skills and knowledge. However, this does not fully support children to learn about people and communities and how people in the community can help them.
- Teaching and learning for children is progressive. Staff use their excellent knowledge of child development, combined with what they know about children, to further extend learning. Regular feedback from parents helps staff to provide well-considered learning experiences.
- Children's communication and language development is supported well. Staff understand how to create language rich environments that support children to

broaden their vocabulary and develop speech. For example, they narrate alongside children's play, using new vocabulary. Staff repeat words over days to help children remember them. Stories and songs of the month further strengthen children's understanding of new words. Older children enjoy looking at books both independently and with staff. They remember that an author writes a story, and an illustrator draws the pictures.

- Children are becoming independent learners. They make choices about their play and lead their learning well. Babies explore their environments with curiosity. For example, they become fascinated by the feel and movement of glue on their hands when making 'Santa hats'. Older children concentrate and collaborate with others as they make 'a Santa sleigh' from small bricks.
- Staff support children to manage their personal needs. For example, children use the 'hygiene station' to wipe their own noses. They place tissues in the bin and clean their hands with sanitiser. Older children put on coats and shoes with confidence. Staff sensitively support younger children so that they can manage the task independently in the older rooms.
- Children are learning about what makes them unique. They proudly add their photographs to the board as they arrive. Staff help children to understand about diversity through family photos displayed in the rooms. However, there is limited opportunity for children to develop a positive sense of identity through their environments.
- Leaders work together, using self-evaluation to further secure improvements. Regular feedback is sought from parents and professionals. Parents feel that the nursery supports their children's learning very well and they feel fully informed about their progress. Regular observations and monitoring of children's progress identify any areas of curriculum weakness which can be swiftly improved.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has created a strong safeguarding culture. She has a sharp focus on keeping children safe. This includes understanding local issues such as county lines. Staff receive regular training and updates regarding their roles and responsibilities. They have a secure understanding of how to raise any concerns about children's welfare and concerns about colleagues. Staff fully understand the process to follow if their concerns are not taken seriously. The manager has ensured that all staff working with children are suitable to do so, This includes acquiring suitability checks and references. Staff who are awaiting these checks are clear about what duties they may not carry out, such as changing nappies and working alone.

## What does the setting need to do to improve?

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

- develop the curriculum further to help children learn about their community and how people in the community help them
- build upon children's awareness and appreciation of diversity through their environments.

## Setting details

<b>Unique reference number</b>	2644416
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10300991
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Flower Pots Day Nursery Childcare Ltd
<b>Registered person unique reference number</b>	2498861
<b>Telephone number</b>	07736332990
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Flower Pots Day Nursery (Kings Langley) registered in July 2021 and is situated in Hertfordshire. It is open from 7am to 6.30pm Monday to Friday. The nursery employs 16 staff. Of these, eight hold appropriate early years qualification at level 3 or above. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Clare Ford

## 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 operations manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. This included a joint observation of a group activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023