

Inspection of Rafles Nursery & Pre-School

Andrews Lane, Cheshunt, WALTHAM CROSS, Hertfordshire EN7 6TB

Inspection date: 19 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff take great care to get to know every child thoroughly, including before they start, to ensure that they are fully included in what the nursery has to offer. They talk enthusiastically about how children learn and what they like to do. Staff plan activities they know the children will enjoy. Babies use their imaginations as they explore the role-play area. They practise their self-care skills as they dress up in hats and sunglasses. Staff help younger children to express their ideas as they build towers with colourful construction blocks. Older children initiate a game of 'stop and go' as they ride bikes around the pretend road track. Staff patiently show children how to do things. They encourage them to persist and have a go.

Staff act as positive role models, and all children learn to behave well. Staff gently remind babies to use 'kind hands' and role model how to be kind to their friends. Older children show care and compassion towards their friends. They learn to share and cooperate as they play together and take turns. Across the nursery, all children play in a relaxed and calm environment. Staff praise children for their achievements, helping them to feel proud.

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

- Managers have a good overview of the provision. The curriculum is well designed to support children's interests and builds on what they know and can do. As a result, children develop a positive attitude to learning and make good progress across all areas of the curriculum.
- Staff have a good understanding of what they want children to learn. They follow children's interests and plan exciting activities that children are eager to join in with. However, occasionally, staff do not successfully carry out what they have identified they want children to learn next. This means some children do not always benefit from being able to learn as much as possible.
- Staff promote children's independence. They help babies to wash their hands before eating snacks. Staff teach children how to put on their own coats. Staff give verbal cues to older children who are learning to put on their fingered gloves. Children show delight as they master new skills.
- Overall, staff provide good support for children's language and communication skills. They take interest in what older children are saying and ask them questions that prompt children to expand on their thoughts. They narrate what babies are doing and use words with gestures to give context to its meaning. While reading a story, staff ensure that every child gets a chance to talk. However, on occasion, they use children's 'baby' language, so children do not always hear the correct pronunciation of words. In addition, staff read too fast, and children miss the opportunity to hear new vocabulary.
- Children with special educational needs and/or disabilities (SEND) are supported

well to reach their full potential. Staff work closely with any professionals involved to provide individual targets. The manager uses funding well to ensure that it helps children to make good progress. For example, the manager enhances staffing ratios to help children access all areas of learning.

- Staff promote children's early mathematics skills well. Young children eagerly join in with number rhymes. Staff talk to older children about the properties of shapes, such as sides, edges and corners. This helps children to identify the key features of shapes. Children are gaining a positive attitude towards early mathematics.
- The manager continually reviews and evaluates what is working well and identifies future developments. Staff attend meetings, share ideas and access regular training. Staff feel well supported and enjoy buying resources to develop their rooms. This helps staff to develop their knowledge further and contributes to children making good progress in their learning.
- Staff keep parents up to date about what their children are doing and learning. They share development reports and include parents in decisions about their children's learning. Parents praise the staff for the wonderful learning opportunities that children have.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 develop the implementation of planned activities to reflect the identified learning intention for the children taking part
- build on staff's awareness of how to promote children's communication skills, including modelling language, to help children make further progress in their communication and language.

Setting details

Unique reference number	EY346535
Local authority	Hertfordshire
Inspection number	10317583
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	66
Number of children on roll	116
Name of registered person	Raffles Limited
Registered person unique reference number	RP526726
Telephone number	01992 640110.
Date of previous inspection	22 August 2018

Information about this early years setting

Raffles Nursery & Pre-School registered in 2007. The nursery employs 23 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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 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 spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024