Canopy, Frogmore House Nursery

Unique reference number (URN): 2853377

Address: Canopy, Frogmore House, 273 Lower High Street, Watford, WD17 2HU

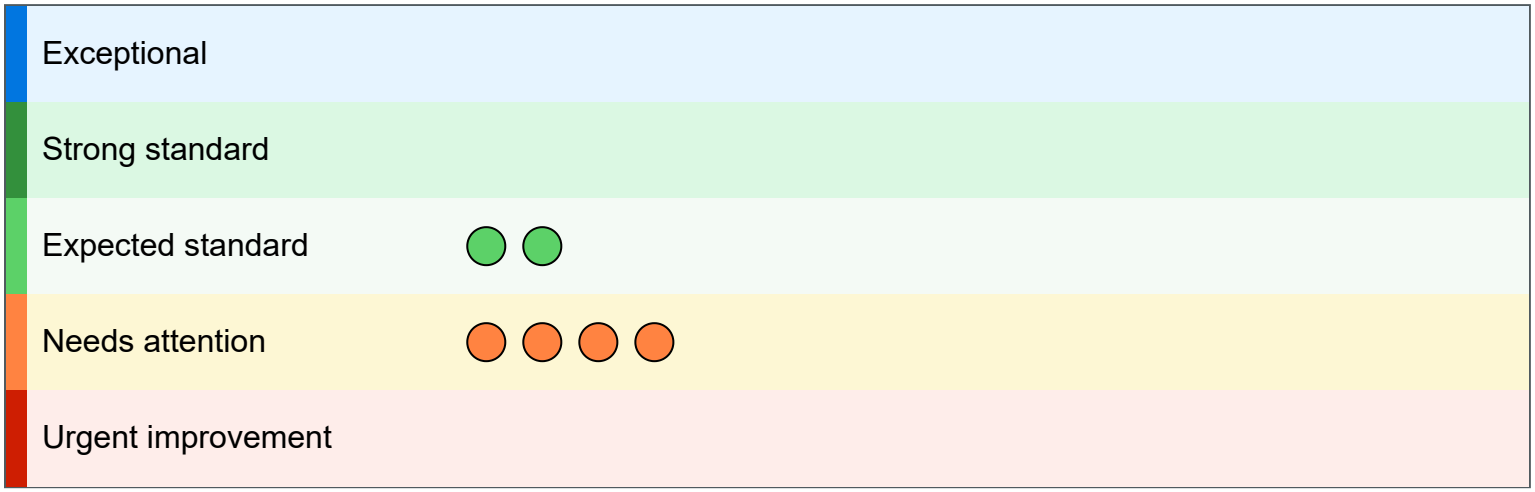
Type: Childcare on non-domestic premises

Registered with Ofsted: 11/08/2025

Registers: EYR, CCR

Registered person: Frogmore Nursery Ltd

Inspection report: 16 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Staff model kindness and respect and children reflect this in their play and the ways they interact with their friends. For example, children ask if their friends would like some help while completing a difficult flower-threading activity. Staff build a positive environment with clear expectations for children's behaviour and structured routines. As a result, children typically demonstrate positive attitudes to their learning and generally behave well.

Staff generally notice when children become unsettled and help them to manage their feelings and emotions with effective strategies. This keeps behaviour positive and helps children feel safe. However, this is not consistent across all activities. Staff understand and have appropriate expectations for children's behaviour, including those with special educational needs and/or disabilities and those who speak English as an additional language. They know how to support children to understand their expectations.

In group activities, older children practise sharing, taking turns and working with friends. For example, during a bug hunt, some children use binoculars to search, others collect bugs in containers and some work with staff to identify the bugs in a book.

Leaders promote attendance and punctuality, follow up promptly when children are absent and inform parents of the importance of regular attendance and arriving on time.

Children's welfare and wellbeing

Expected standard

Leaders typically build positive relationships with parents and carers from when they first join the nursery. They work closely with families to gain a clear understanding of each child's needs. Key persons are allocated after observing which adults babies bond with and familiar staff complete personal care routines, such as nappy changing. Staff build trusting relationships with older children, helping them feel secure and confident to engage in learning. These bonds give children a sense of safety and belonging.

Leaders place an emphasis on promoting healthy lifestyles. Children benefit from nutritious meals, inspired by a range of different cultures and prepared by an on-site chef. Children have daily access to the outdoor garden. They climb steps, practise kicking balls and carefully hunt for bugs. These experiences generally help them to build their coordination, balance and physical confidence.

Children learn how to keep themselves safe. For example, during lunch, they are reminded why they need to stay seated while eating. Daily care practices support children's developing independence. They wash their hands and are supported with toileting, developing their self-care skills.

Leaders have strengthened staff's awareness of risk assessment and the control measures needed to keep children safe. This includes reinforcing expected procedures and

introducing clear signage to support safe practice. This helps to ensure that staff consistently understand and follow routines that keep children safe.

Needs attention

Achievement

Needs attention

Children with special educational needs and/or disabilities and those who speak English as an additional language do not always make sustained progress. Leaders do not adequately monitor their progress, which leads to the learning gap between these children and their peers widening. They do not consistently receive the support they need to reach developmental goals. On occasion, children's next steps in learning are not specific and some staff do not have the knowledge to sequence learning to support children to make progress.

Children take part in a range of activities across all areas of learning and some are becoming curious learners. Younger children develop a love for books and show increasing engagement during story time and when exploring sensory experiences. Older children develop some of the skills needed for their next stage in their learning, including for school. They independently put their shoes on and they offer their friends support when attempting a difficult activity.

Curriculum and teaching

Needs attention

Leaders have not established a clear curriculum for all children across the nursery and there are inconsistencies in the quality of teaching. For example, staff do not always adapt activities so that all children are able to access learning. This means that, at times, some children who face barriers to their learning do not receive the support they need. The curriculum for communication and language does not always meet the needs of children who speak English as an additional language. For example, during painting activities, staff do not recognise that some children are overwhelmed or need more time to respond.

Staff assess children's learning and plan activities. However, these activities are not planned to consider children's next steps in learning and development. Therefore, teaching is not always focused on what children need to learn next. Babies who are learning to walk are not encouraged to move around and explore different levels and are occasionally left sitting, looking around for what they can do next.

Staff have conversations with older children throughout the day, developing their vocabulary. They talk about what is going on around them, introducing new words, such as pollen and petal. Older children explore the outdoors independently, as they search the bushes for bugs and collect flowers and leaves for an activity that they will complete later in the day. At lunchtime, children are given the ingredients from the dish of the day to explore. They discuss the smells of the spices, the feel of the raw aubergine and listen to the sound of the lentils in a plastic container. This helps children to develop their vocabulary, confidence in speaking and curiosity about the world around them.

Inclusion

Needs attention

Leaders do not have sufficient oversight of the identification, assessment and monitoring of the needs of children with special educational needs and/or disabilities (SEND) or children who speak English as an additional language (EAL). Children's needs are sometimes missed when staff leave, for instance, which does not enable a seamless continuation of support for these children.

The curriculum is not always planned or adapted well to support the needs of babies with SEND. For example, staff do not have the knowledge to adapt activities or the environment when they realise that the garden is not accessible enough to enable some babies to get involved.

Leaders do not provide sufficiently effective training on how to support children with SEND or EAL, so approaches to inclusion are inconsistent. Some staff have the knowledge and experience to put support in place to close gaps in children's learning, but this is not consistent across the nursery. Leaders do not consistently work with parents, carers and outside agencies, who can offer advice and support. This delays the progress that some children make.

Older children with SEND generally make steady progress. Staff typically know these children well and adapt the curriculum effectively to support their developing needs. Leaders make effective use of additional funding to support the individual needs of vulnerable children.

Leadership and governance

Needs attention

Since the nursery opened, there have been changes in leadership and staffing, leading to a period of instability. This has disrupted staff practice and staff do not consistently provide children with thoughtfully designed, purposeful learning experiences. Although leaders offer support and guidance, high staff turnover has slowed progress in strengthening the provision. As a result, leaders did not identify quickly enough how staffing changes and increased workload affected staff confidence and morale.

Leaders have since recognised a number of the challenges created by leadership and staffing changes and have begun implementing improvements. Staffing has started to stabilise and leaders have introduced more in-depth staff supervision meetings across the nursery. However, this work is at an early stage and it is too soon to determine whether it is having a positive and sustained impact on children's outcomes.

Leaders do not have a clear enough understanding of the weaknesses in their oversight. They do not always have an accurate understanding of the quality of the provision and are not consistently aware of gaps in children's learning and development. As a result, staff do not always have the knowledge and skills needed to support all children or to plan learning that builds on what children already know and can do. This includes for children with special educational needs and/or disabilities and those who speak English as an additional language.

Leaders work with the local authority to make improvements. For example, staff in the baby room have completed training around how babies develop and learn. However, professional learning is not yet focused enough to improve practice consistently across the nursery.

Leaders have begun to take steps to strengthen partnerships with parents. They gather the views of parents and have reviewed how effectively they engage with families. They have introduced a monthly newsletter, created a parent information board and started hosting stay-and-play events. Meetings with parents and regular updates are beginning to help families feel more informed about changes within the nursery.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children with special educational needs and/or disabilities and those who speak English as an additional language are not always supported well. As a result, their needs are not always met and this slows their progress. Their development is not monitored closely enough, so next steps are sometimes unclear or not focused on individual needs. This means gaps in learning are not addressed quickly, and some children are not as well prepared as they could be for the next stage in their learning.

At times, children are not fully engaged in purposeful learning. Differences in teaching mean that some children are not supported well enough to build on what they already know and can do. Improvements are underway and staff are beginning to support babies' physical development more in the outdoor environment. Older children take part in activities such as

cutting fruit and caring for the nursery pet snail. Toddlers explore sensory materials linked to stories, such as a book about a whale, which supports their enjoyment. However, these experiences are not always used well enough to extend children's learning.

Most children form positive relationships with staff and their friends. This helps them feel safe and secure. They show kind and considerate behaviour, such as sharing, taking turns and helping each other. Children enjoy many parts of their day, especially when they are outdoors. For example, they enjoy looking for bugs and collecting natural materials. Children enjoy freshly prepared meals. Staff use mealtimes well to support children's learning and development. They talk with children about the ingredients in their meals and encourage them to explore and describe different textures. This helps to develop children's vocabulary and communication skills.

Leaders promote the importance of regular attendance and punctuality from when children first join the nursery. Most families are positive about the care their children receive and have developed appropriate relationships with leaders. Leaders are taking steps to strengthen communication with families and improve how they keep them informed about changes.

Next steps

To meet the requirements of the Early years foundation stage and Childcare Register the provider must take the following actions by the assigned date:

Action	Completion Date
improve staff knowledge of child development and how to plan and implement an effective curriculum, so that all children, including babies and those with barriers to their learning, are supported through consistently high-quality teaching that builds on what they already know and can do	31/07/2026
target professional development to improve staff's knowledge of how to support children with special educational needs and/or disabilities and children who speak English as an additional language	31/07/2026
improve supervision for staff so they understand roles and expectations and are supported effectively to develop consistent practice	31/07/2026
improve systems for monitoring children's development so that concerns are identified quickly, and appropriate support is put in place	31/07/2026

About this inspection

The inspectors spoke with leaders, staff, children, parents and carers during the inspection.

We carried out this inspection as a result of a risk assessment, following information we received about the provider. The provider will be able to give parents further information about this.

The inspection started on 16 April 2026. Inspectors returned on 4 June 2026 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.

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.

Inspectors:
Keiley Pedro
Shelly McDougall

About this setting

Unique reference number (URN): 2853377

Address:
Canopy
Frogmore House
273 Lower High Street
Watford
WD17 2HU

Type: Childcare on non-domestic premises

Registration date: 11/08/2025

Registered person: Frogmore Nursery Ltd

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:30

Local authority: Hertfordshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 16 April 2026

Children numbers

Age range of children at the time of inspection

1 to 3

Total number of places

75

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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