

Inspection of Foresters Den Nursery

236 Turners Hill, Cheshunt, Waltham Cross EN8 9DD

Inspection date: 20 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at this inclusive nursery and immediately feel safe as they are welcomed by the warm and nurturing staff who know them so well. New children settle smoothly because of bespoke settling-in processes, where staff gather in-depth knowledge from parents before they start. Staff conscientiously consider this unique information and plan bespoke activities around children's individual interests and stage of development. The management team and staff are dedicated to ensuring a child-centred approach. This means that children are consistently highly motivated, active learners who make significant progress in all areas of their learning and development.

Staff put children's emotional well-being at the heart of everything they do. Children develop their self-esteem and are empowered to try out their own ideas, knowing staff are nearby to offer the right amount of support if needed. Children are polite and extremely well behaved. They have excellent attitudes to learning, and they respect the fair boundaries that staff consistently set for them. Encouraging staff frequently provide meaningful praise for children's efforts and achievements, which encourages children to repeat positive behaviours. Children know what is expected of them and remind their peers to have 'indoor voices' so they do not wake sleeping babies. Individual characters are championed as staff support children to act out their favourite character during story time.

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

- The endless choice of stimulating play experiences and continuous access to outdoor play ensure children are continually engaged in their play. High-quality resources are easily accessible to all children, offering them opportunities to extend their play and learning how they wish.
- During a potion-making activity, children delight in choosing from different materials, such as coloured feathers and glittery soil, to add to their mixture. When children accidentally knock over their potion, staff show genuine care and empathy towards them by acknowledging their feelings. As a result, children develop perseverance and resilience to setbacks as they respond positively and decide to make another one.
- The management team supports staff extremely well, taking an active role in the daily running of the nursery. The team reflects and undertakes training to continuously improve its leadership and management skills. Managers provide training and role model good teaching to staff, to improve successfully on the already high standards of care children receive.
- Younger children benefit from plenty of sensory play. Laughter and excitement echo through the nursery as children have fun. Children make connections in their learning as they start to count in sequence as they pop bubbles and use

positional language, such as 'up' and 'down', as the bubbles move freely. Younger children start to say their first words, such as 'pop', as staff repeat these words to them. However, on occasion, staff do not always build on children's curiosity and interests to deepen their knowledge. For example, when children experiment and notice that bubbles do not flow successfully through a cardboard tube, staff do not check children's understanding and provide clear explanations to enhance their learning and thinking skills.

- Support for children with special educational needs and/or disabilities is very effective. The management team and staff support parents with any referrals and put plans in place to help close any gaps in learning. Children benefit from weekly trips to the library and small interaction groups, where staff support children's speech and language development and accepting the needs of others through turn-taking games.
- Children demonstrate good levels of independence. They independently wash their hands before eating and practise pouring their drinks at snack time. Staff understand the importance of keeping children safe in the sun and diligently have spare hats for them to wear. However, staff do not consistently teach children to understand about the dangers of playing in the sun, to help them manage their self-care needs, such as putting a hat on themselves, before going outdoors on a warm day.
- Parents applaud the daily face-to-face and online communication they receive about their child's day. They praise the approachable and enthusiastic staff. Parents explain how they feel integral in their child's learning and supporting school readiness.

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 children further to explore their own ideas and extend their thinking skills to make even more progress in all areas of learning
- focus on increasing children's knowledge and awareness of staying safe in the sun to help them manage their self-care needs.

Setting details

Unique reference number	EY554336
Local authority	Hertfordshire
Inspection number	10355225
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	39
Number of children on roll	34
Name of registered person	Jens Den Childcare Services Ltd
Registered person unique reference number	RP535479
Telephone number	07377 591834
Date of previous inspection	21 November 2018

Information about this early years setting

Foresters Den Nursery registered in 2017. It operates from Foresters church hall in Chestnut, in Hertfordshire. The nursery is open Monday to Friday, from 7am until 7pm, all year round, apart from bank holidays and two weeks at Christmas. The provider employs 10 members of staff. Of these, three hold appropriate early years qualification at level 2 and six hold qualifications at level 3 or above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk of the nursery, indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the provider and also discussed self-evaluation.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team. The inspector looked at relevant documentation, including evidence of the suitability of the staff working in the nursery and a selection of other records.

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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