

Tots Day Nursery Ltd

St. Stephens Parish Centre, Station Road, Bricket Wood, ST. ALBANS, Hertfordshire, AL2 3PJ

Inspection date

14/02/2014

Previous inspection date

07/01/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy and secure, they demonstrate a strong sense of achievement as they take part in a wide range of learning opportunities. Children make good progress as the well-qualified staff team have a good understanding of how children learn through well planned play experiences.
- High regard is given to promoting children's language and social skills. Children are confident in communicating and making their needs known. Staff know the children well and they are sensitive to the children's changing and developing needs.
- Children are kept safe as staff have a good understanding of managing and monitoring risk and how to safeguard all children. Robust recruitment and ongoing professional development ensure all staff working with the children are suitable to do so.
- Partnership with parents, carers and other professionals are effective in supporting children's progress. As a result, children's learning and development is consistent and progressing well.

It is not yet outstanding because

- Children's independence is not always fully promoted in every day routines, such as at snack and meal times.
- Children do not have regular, practical opportunities to encourage them to experiment with writing and to build on their letter recognition skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to children and observed them playing in both rooms in the nursery. She watched children take part in a range of activities, have a mid-morning snack and their lunch.
- The inspector looked at records of children's achievements, progress and how the nursery plans for individual children's learning.
- The inspector talked to parents and staff about the children's care, learning and development.
- The inspector carried out a joint inspection with the registered provider and they looked at the group story time for the pre-school children.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the providers self-evaluation process.

Inspector

Tina Kelly

Full report

Information about the setting

Tots Day Nursery Ltd originally registered in 2004 and re registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from two rooms in St Stephens Parish Centre, Bricket Wood near St Albans, Hertfordshire. It also has use of the large community hall and there is an enclosed area for outside play. Tots Day Nursery is privately owned and a sister site to Tots Day Nursery in Leavesden, Watford, Hertfordshire.

The nursery opens Monday to Friday for 51 weeks of the year from 7.30am to 6pm. Children attended for a variety of sessions. There are currently 65 children in the early years age group on roll. The nursery is in receipt of funding for two-, three- and four-year-old children.

The registered provider has close links with the nursery and employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, or above, including one with Qualified Teacher Status and a manager who is qualified at level 4. The nursery is a member of the National Day Nurseries Association and is supported by the local authority.

What the setting needs to do to improve further

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

- extend opportunities for children to practice writing their names to become more familiar in using letters and sounds
- promote the development of children's experiences and life skills further through every day routines, for example, by providing regular opportunities for them to self-serve, pour their own drinks and set out plates and cups at snack and meal times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because as staff have a secure knowledge of how children learn through play. The nursery works with the Statutory framework for the Early Years Foundation Stage and supporting documents. This ensures children have the skills they need to move onto other early years settings and school with a strong sense of self-esteem and confidence. A broad educational programme based on the children's interests and the next steps in their learning ensure children have opportunities to take part in a wide range of learning experiences. Activities and experiences are planned on a theme or

topic and include a range of child-initiated activities, promoting individual choice. Staff know the children well as there is an effective settling in process. This works well alongside the 'All about me' form completed by parents as children join the nursery. The progress check at aged two is carried out and a written summary is shared with parents to enable them to support their children's developing skills at home. Parents are fully informed about how they can be involved in their children's learning as they move through the nursery. Planned topics, specific areas of learning songs and rhymes are shared through the 'Activities at home' sheet. Through effective evaluation of observations, assessments and planning, staff are able to show that children are making good progress in all areas of learning.

The play rooms are thoughtfully laid out and well-resourced to meet the needs of the children who attend. Children are cared for in key groups, based on their ages and stages of development. Babies and young children cared for in the 'Caterpillar' room move with confidence around their playroom, staff teach them to look into the storage boxes so they can choose what they would like to play with. When they select large blocks staff ensure there is space for them to play, they offer the experience to other children playing nearby to support children's social skills. Children are supported in their play by staff who, are sensitive to their individual needs. They sit and talk with the children to promote their early language and communication skills. The planning in the 'Butterfly' pre-school room reflects the seven areas of learning and is linked to individual children's learning needs. This ensures all children make progress and the next steps in their learning is effective in identifying aspects of their development that need additional support. Group story time is managed well and children are eager to find out what books are in the special bag. Children show great delight as they join in familiar story lines. They whisper phrases from the book, showing they have a good understanding of the seriousness of not waking up the 'giant'. They can retell parts of the story, identify with the characters and are becoming aware of their own feelings as they all agree the giant is 'scary'. Children's language is developing well and staff focus on teaching pre-school children sounds and letters linked to common experiences. Children repeat simple phrase to help them recognise letters and sounds within the story. This links to the phonics system used in local schools to teach children to read. Children are beginning to identify their names as they self-register as they arrive. Laminated cards are used to reinforce letter recognition and children use them to copy their names. However, there is scope to extend the opportunities for children to practise writing their name and become more familiar in using letters and sounds. For example, by writing their own names on their art work and to have more regular opportunities to use resources such as pencils and paper in the imaginative play area.

The large community hall is used for a range of learning experiences. Pre-school children enjoy the show and tell session. They are gaining in confidence as they tell their friends about special belongings from home. This time is used effectively by staff to teach children to think for themselves, to count and predict how many children are in the group and to talk about children who are not present. Children are learning to listen and are using appropriate language to express themselves and make their needs known.

The contribution of the early years provision to the well-being of children

Children develop secure attachments to their carers as the information from parents as they join the nursery and as the children move rooms is very detailed. The key person system is well established and staff know the children well. They take responsibility for monitoring their well-being and planning the activities for their key groups of children. Parents are confident in their key works and say they feel they know their children 'really well'. Children of all ages are brought together at various times during the day. Children settle for an afternoon rest in the baby room, while staff comfort them and ensure they are comfortable and have their personal belongings with them, which develops a strong sense of security. Young children have regular visits and are well prepared for their move from one room to the other. They enjoy taking part in more challenging play opportunities and getting to know about the routines in the pre-school room.

Children are cared for in a well-maintained environment. They learn about a healthy lifestyle through every-day routines. Physical activities are planned into the daily routines. The garden provides an interesting area for children to practise recently acquired physical skills. Children take part in music, movement and dance sessions in the community hall. All children have regular opportunities to move freely in a large space, to gain control over their bodies, to practice large and small movements and develop their sporting skills. Staff are fully involved in teaching children the skills they need at snack and lunch times. Most children are competent in using the hygienic wipes, which are used before and after meal times. They are beginning to understand the importance of having clean hands before eating and ask staff to pass the wipes when they sit at the table. Children eat well and they enjoy healthy, nutritious and well planned meals. These are provided by the local school catering service and based on Hertfordshire County Council's healthy eating scheme. Children clearly enjoy this social time of the day. They are keen to sit at the table as they are supported well by staff, who sit alongside them to talk about how big they will grow when they eat all their lunch. However, children's independence is not always fully extended at this time. Staff set out the cups and set the table at snack and lunch times. Children are given their lunch already served on a plate and only have opportunities to self-serve side dishes. This means opportunities for children to make choices, take responsibility, to learn new skills for the future and to make links with every day routines are not always fully supported.

Staff teach children to be aware of their own safety and that of children playing nearby. They use gentle reminders to ensure children are aware of the needs of others they make space for others to join them in their play and they share ideas and toys freely. Staff use effective strategies to ensure children understand the rules of the nursery and as a result, children's behaviour is good. Children are gaining confidence in their personal and social skills; this enables them to take part in group activities and to make independent choices about what they want to do. The nursery has strong links with local schools and early years settings. Teachers are invited to meet the children and see the learning opportunities they have taken part in. This ensures children and their families are supported well as they move onto other early years settings.

The effectiveness of the leadership and management of the early years provision

The registered provider and the senior staff team have a good understanding of their responsibility to meet the requirements of the revised Early Years Foundation Stage. The nursery uses the Local Safeguarding Children Board code of practice as the basis for their safeguarding policy and procedures. Staff are clear about their responsibilities, with regard to safeguarding issues. There are two designated members of staff to ensure any concerns are dealt with effectively. Security at the nursery is high priority. Entry to the nursery is managed well, visitors are monitored and they are required to show identity documents and sign the visitor's book. Staff are vigilant in ensuring children's safety at all times and robust procedures are adhered to when they take children to the cloakroom adjacent to the nursery rooms. Effective risk assessments and well established daily routines ensure children are cared for in a well-managed environment. A robust recruitment and induction process, including Disclosure and Barring Service checks, ensure all staff are suitable to work with children.

The management and staff at the nursery have a strong commitment to continuous improvements and training; this enhances the staff's professional development. The nursery previously met the requirements for the 'Herts Quality Standard' and they are now working towards re-accreditation. Regular staff appraisals ensure staff are given opportunities to share ideas and plan for future training. Their ideas and opinions are used in the evaluation of the nursery provision. The nursery has cluster meetings with local schools and other early years settings to share good practice and identify local training needs. The registered provider and senior staff regularly monitor and evaluate children's learning journals, observations and overall progress. Any gaps in children's progress and learning are identified and action taken through effective intervention. The nursery has strong links with local support services and outside agencies. They liaise closely with the children's centre to ensure children and families receive appropriate support, when needed.

Strong partnerships with parents through the 'parent liaison group' help children settle and enables parents to be involved in their learning. Information is shared on a daily basis about children's personal care routines. Newsletters, displays and the website contribute to families feeling involved with the nursery. Parents' views are sought through questionnaires and regular discussions with both key persons and the registered provider. This information is used in the overall evaluation process to ensure the nursery continues to adapt and improve the service and learning opportunities for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY448392
Local authority	Hertfordshire
Inspection number	952067
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	65
Name of provider	Tots Day Nursery Ltd
Date of previous inspection	07/01/2013
Telephone number	01923279999

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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