

Charters Nursery

YMCA Woodlands Centre, Off College Road, Abbots Langley, HERTFORDSHIRE, WD5 0GN

Inspection date	24/04/2013
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress in their learning and development because they are settled and secure. They are motivated to learn and help themselves to resources. This promotes their confidence.
- Children settle in easily and make positive relationships because staff are flexible and sensitive to children's feelings. This allows children to quickly become confident with those around them.
- Children with special educational needs and/or disabilities are very well supported. There is a well-established relationship with other professionals who can offer support and guidance. As a result, children are fully included and their individual needs are successfully met.
- There is a dedicated senior management team in place. They have a clear vision for the future and work closely together to implement the necessary changes to move the nursery forward.

It is not yet outstanding because

- There is scope to extend children's learning opportunities by offering rich, varied and imaginative experiences during play in the enclosed gardens and the surrounding parkland.
- Children's self-care skills are not fully promoted during mealtimes and snacks.

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 observed the children's activities in their base rooms and play in the some of the outdoor areas. The inspector also took part in an outing to the surrounding parkland.
- The inspector spoke to the children and engaged in their physical and imaginative play.
- The inspector spoke to staff and senior management at appropriate times and looked at a selection of policies and children's records. She discussed how these are used to help children make progress in their learning and development
- The inspector met parents and discussed their views on the service provided.

Inspector

Maura Pigram

Full Report

Information about the setting

Charters nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building in the Woodlands Centre, Abbots Langley, Hertfordshire. It is a purpose built, self-contained building. It is managed by the Watford and District YMCA. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play along with the surrounding parkland.

The nursery employs 30 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 124 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the outdoor learning opportunities so that children have rich, varied and imaginative experiences that further promote all areas of their learning

- provide further opportunities for children to be involved in the preparation and serving of food and drinks so that their independence can be extended.

Inspection judgements

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

Children enjoy free-flow play as they move between the resources and activities with good staff support to enhance their learning and development. The quality of teaching is good and staff have embraced the revised Early Years Foundation Stage. For example, they have successfully made changes to their assessment methods so that they have a clearer indication of the next steps in children's learning. They are aware of children's starting points and capabilities, through discussions with parents, settling in procedures and effective communications between the staff who have worked alongside the children. They take into account each child's individual needs and how often they attend so that they make good progress in their learning and development. Regular observations and assessments including the progress check at age two, are carried out. Staff are in the

process of reviewing their assessment methods for children aged two years as this age is when transitions between rooms takes place. Staff caring for toddlers and children who are approaching two years of age communicate effectively so that information about children's learning and development needs are shared. Information gained from assessment is shared with parents who are encouraged to contribute to their children's learning through discussions and the sharing of children's achievements obtained outside of the nursery.

Children achieve good personal, social and emotional development as staff are very attentive to their individual needs. Children enjoy the challenges to develop physically and receive plenty of opportunities to do this. For example, all base rooms have a well-resourced garden although the emphasis for outdoor play tends to focus on physical development. Good use is made of the surrounding parkland and wooded areas. For example, all children enjoy going on walks to large open spaces where they enjoy practising skills, such as, ball games and running. However, learning opportunities are not fully extended when using this space as resources to further extend children's learning are not routinely taken out on these enjoyable walks.

Children are confident and are eager to try the activities on offer. They are keen learners and enjoy free flow play indoors showing good interest in investigating their surroundings. As a result, their independence is promoted and they demonstrate the characteristics of effective learning. For example, babies and toddlers enjoy exploring sensory resources and household items that make interesting noises, such as pots and pans. These activities provide children with the opportunity to explore sounds. They smile in delight as they discover new sounds and beam happily during games of 'peek-a-boo'. The attentive staff move around the base rooms, providing individual attention as and when necessary. They provide good interaction for each child and as a result they are happy to join in with adult-led activities. For example, toddlers and pre-school children enjoy exploring sensory items, such as lentils and sand. They concentrate for long periods of time and happily play together. Discussions about the sounds the lentils make effectively supports children's language development. Pre-school children search for 'buried treasure' in the sand tray. Skilful questions from staff during activities help children make connections in their learning.

Books are easily available and stories are spontaneously read which engage children's attention. The manager has identified the need to review the organisation of books particularly in the younger children's base rooms so that these are attractively displayed. Pre-school children know to choose a book following lunch and enjoy an interactive story session. This is based on their interests about butterflies and good links are made to reference books which extend children's knowledge and understanding. Staff listen attentively to children's contributions at all times so that their language skills are promoted. Children's art work and photographs of activities, such as, planting vegetable and flower seeds, adorn the walls. This promotes children's self-esteem. Children are able to freely access tools, such as, chinks, crayons and pencils to create independent work. Consequently, children's early writing skills are supported. Older children self-register and are able to recognise their own names and those of their friends.

Children with special educational needs and/or disabilities are well supported. For

example, the staff team have a wide range of experience between them, some have been on specialist training to enable them to identify quickly children who have additional needs. Some staff members use sign language during children's play so that those who prefer this method of communication can easily express their needs. In addition, advice from outside agencies is actively sought and acted upon and this is sensitively shared with parents so that the needs of children are met. Children who speak more than one language are well supported. They are making good progress in their learning. For example, key words used by children at home are actively sought and used by staff during the children's day. As a result, positive steps are taken to ensure all children feel fully included and they are helped to make progress, according to their individual abilities. This contributes effectively to ensuring any potential gaps in children's learning are minimised. Overall, children are gaining good skills to help them in their next stage of their learning, such as, starting school.

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

Children form close bonds with the long-established team of staff who know the children and their families well. Many children attending started at the nursery when they were babies and therefore have developed strong attachments and feel secure. New children are given time to join in with activities at their own pace. Staff are sensitive to children's feelings and provide reassurance as and when needed. This helps children feel secure as they know that an attentive person is nearby to offer support. A key person system contributes effectively to building close bonds that lead to trusting relationships. Transitions between rooms are well organised so that children settle into their new base rooms well. For example, regular visits between rooms take place and this is flexible to support individual children. Information about each child is exchanged between key persons and parents. This ensures that there is an effective continuity of care and children remain settled and happy. This supports children's personal, social and emotional development.

Staff place a high emphasis on developing children's personal, social and emotional skills. Parents express how well their children's socialisation skills have developed and that good manners are always encouraged. Children's behaviour is good because the staff provide consistent expectations and set a good example themselves. The close partnership with parents contributes to children's good behaviour because any issues are addressed immediately so that problems do not escalate. Children's physical development is effectively promoted. For example, they regularly play outdoors in their designated gardens where they enjoy being in the fresh air. Children love going on the regular walks in the surrounding parkland and woods. In addition, they also use the nearby playground where they can take safe risks in their play. Musical and movement activities are also offered to further promote children's understanding of healthy lifestyles. Staff support children well so that they learn how to keep themselves safe. Consistent rules helps children learn safe ways of moving around the nursery and outdoors. For example, they know to hold an adults or a friends hand when walking to the parkland play areas.

Children follow efficient personal hygiene routines; older children independently attend to their personal hygiene needs and wash their hands before eating. Younger children are

encouraged to develop this independent skill. Hygienic nappy changing procedures are followed and staff keep a careful eye on children to ensure they remain comfortable. Children who are developing toileting skills are well supported through sensitive management and praise is provided for all efforts. This helps children develop an understanding of their own personal hygiene needs.

Children know where tissues are kept and independently take a tissue to blow their nose. Nursery staff and an employed cleaner ensure all areas are clean, food preparation and meal times foster hygiene. Some staff have completed food hygiene training to further promote this. Children learn how to fasten clothing, recognise their belongings and change their boots and shoes. As a result, older children acquire skills necessary for the next stage in their learning, such as, starting school. Babies and young children are able to sleep according to their needs and are comforted when needed. Separate bedding is used and sleep mats are routinely set out following lunch so that children can rest or sleep if they wish. As a result, children's emotional needs are successfully met. The layout of rooms are in the process of being reviewed to ensure they are welcoming and offer cosy spaces for children to explore. Children including those with additional needs are able to independently select resources which are stored at low-level. The use of pictures on storage boxes contributes to children making independent choices about their indoor play.

Healthy snacks and meals are enjoyed by the children and cooked freshly on the premises. Staff are aware of dietary needs and preferences. However, there is scope to involve children more fully in the preparation and serving of meals and drinks so that their independent skills are further developed. Staff sit with the children and effectively discuss the benefits of eating the nutritious food the children are eating. For example, discussions arise about how the pasta is good for muscles when running. Children and staff refer to recent sporting events and the children happily continue to eat their meal saying 'If I eat this I can run really fast'. These discussions promote children's social skills and promote their understanding about healthy living. In addition, the introduction of growing vegetables from seeds creates further opportunities for discussions about healthy eating. These are taken home so that they can be enjoyed with their families. Overall, children develop good levels of self-esteem to help them move forward in the next stage of their learning.

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

Most of the staff have been working at the nursery for several years. They are committed to developing their knowledge and have embraced the revised Early Years Foundation Stage. They have good opportunities for further training to enhance their professional development. This means that their knowledge and skills reflect current practice. This benefits children and parents. For example, staff regularly update their safeguarding knowledge and all staff have completed first aid training. Positive steps are taken to ensure staff are well deployed and staff absences, such as, holidays and illness are carefully managed. The effective use of regular bank staff contributes to this. Effective steps are taken to ensure ratios are always met. Parents are always informed of any staff changes necessary due to absences. Sensible steps have been taken to address illness

amongst staff and as a result this has now improved.

Clear supervision by the manager, regular appraisals and careful monitoring of staff means that they are suitable to carry out their roles. This also means that training needs and targets for development are discussed and supported. Staff are well supported by the senior management and morale is good which has a positive impact on children. The manager and staff receive support from the local authority; they actively act upon advice to continually improve the service they offer. For example, assessment procedures are regularly reviewed so that children make good progress in their learning. Recruitment and vetting procedures are robust. Required checks and clear induction procedures help staff to understand the procedures in place. As a result, staff are suitable to work with children. In addition, they understand procedures to help ensure the smooth running of the day. Staff meetings, discussions and observations contribute to the monitoring of the nursery and the identification of areas to develop. Monitoring of the nursery is an ongoing process. The manager and her deputy work together well. They have a clear vision for further developing the nursery which is beneficial to children. Views of parents and children are valued and are included in the monitoring process. Parents spoken to say that they are happy with the service provided. They feel well informed about their children's progress and wellbeing. A detailed welcome pack and additional information devised by the manager about the Early Years Foundation Stage and the impact on children, contributes effectively to this.

The manager and her staff have a secure understanding of the safeguarding and welfare requirements. Policies and procedures are regularly reviewed to ensure they are up-to-date. Safeguarding procedures are clearly displayed and provide a good reference tool for staff and parents. Staff fully understand their roles and responsibilities in safeguarding children. They demonstrate good knowledge of the possible signs and symptoms of harm and what to do if they have any concerns. This helps to protect children's welfare and safety. Any concerns expressed by parents or staff are professionally managed and are fully investigated so that children's welfare is protected. Staff carry out daily safety checks and children are closely supervised at all times including when they walk to the outdoor area.

Partnership with other professionals involved in the children's learning and development is a key strength of the provision. For example, there is a well-established partnership with other professionals. Outside agencies often visit the nursery to provide advice and guidance to staff so that they can meet all children's individual needs. In addition, teachers from children's proposed schools visit the nursery to meet their new children. As a result, transitions are smooth.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	130485
Local authority	Hertfordshire
Inspection number	914216
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	124
Name of provider	Watford YMCA Committee
Date of previous inspection	06/01/2011
Telephone number	01923 662221

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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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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