

# Redbourn House Nursery School

South Common, REDBOURN, Hertfordshire, AL3 7NB

<b>Inspection date</b>	10/10/2013
Previous inspection date	12/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 take part in a wide range of interesting activities and experiences that match their interests and offer them challenges to ensure they make good progress in their learning.
- Staff have positive relationships with parents and keep them well informed about their children's day and progress. They develop imaginative ways to welcome parents into the nursery and give useful ideas to help parents develop children's learning at home.
- The management team have a clear vision and are very committed to continually developing the provision. They evaluate the nursery and take well-targeted steps to address any areas they identify for improvement.
- Children are encouraged to learn about healthy eating through nutritious meals that are served in generous amounts. The varied menu helps children to enjoy their meals and try new tastes.

### It is not yet outstanding because

- There is scope to extend the opportunities for the older, more able children to build their confidence and skill through balancing and climbing equipment.
- Staff do not consistently use all opportunities during the snack time routine for young children to fully develop their skills in sharing conversations and to become fully independent.

## 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 activities in the playrooms, the outside learning environment and talked with the staff and children.
- The inspector held discussions with the management team for the provision.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector and manager undertook a joint observation.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector was accompanied by a quality assurance manager.

## Inspector

Sheila Harrison/Valerie Fane

## Full Report

### Information about the setting

Redbourn House Nursery School is one of nine settings run by Magic Nurseries A Ltd. It was registered in 2007 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from four rooms on the ground floor, an afterschool club is held on the first floor and a storage room/staff room on the second floor. This is in a converted building in the village of Redbourn, close to St Albans. Children come from a wide catchment area covering Hertfordshire and Bedfordshire. All children share access to a secure enclosed outdoor play area.

The nursery employs 14 members of childcare staff. Of these, ten hold appropriate early years qualifications at level three and above including one with Early Years Professional status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 71 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 a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- enhance the routines at snack times for young children to begin to help them look after themselves and start to use social conversations including sharing experiences.
- enhance opportunities for the older more able children to show increasing control in climbing, scrambling and sliding to build their confidence and skill through balancing and climbing equipment.

## Inspection judgements

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

Staff welcome all children into the nursery and gather comprehensive information about each child's background, starting points and needs. For instance, they talk to parents during settling-in visits and ask them to complete detailed registration forms. This helps staff to get to know children well and provide all the support they need. Staff observe children's achievements closely and identify next steps for their learning, which are

included in weekly plans. As a result, children make good progress across all areas of their development.

Staff show a good understanding of how to support children's learning through play. They plan and provide an interesting, varied curriculum that ensures children of all ages take part in a well-balanced range of indoor and outdoor activities and experiences. This helps children to be keen and enthusiastic learners. Younger children have valuable opportunities to experience a wide range of materials. They show fascination in the shiny ellipsoid shapes of different sizes returning to them several times. Staff promote young children's early communication skills effectively when they talk to them as they play, singing rhymes and sharing books. Older children express an interest in celebrations and staff plan challenging activities linked to this interest. Staff introduce successful activities to help children develop various skills such as becoming proficient in the use of scissors and various hole punches. Children skilfully cut paper strips to make their own paper chain decorations. They 'write' invitations to their friends posting them in the 'pretend' nursery post box to experience writing for a purpose. Young children have many valuable chances to develop physically indoors. They enjoy the small wooden purpose built climbing frame. They like to walk along the curved uneven bench learning to balance and walk steadily without falling. This helps them to take small risks and attempt new challenges without being fearful. These stimulating, focused play activities prepare children well to be ready for the next stage of their learning and eventually for school.

Children have varied and beneficial activities available in the outdoor area. Staff are on hand to help young children access the equipment and encourage them to experiment rolling balls down a tube. Children can freely return to this equipment to reinforce their own investigations. They draw on a larger more active scale seeing the properties of the wind as they tape the paper down to stop it blowing away.

Staff support children who speak English as an additional language well. For instance, they find out key words from home and use a visual timetable. There are signs and labels in other languages that are familiar from home. This helps children learning English to be understood and make themselves understood. Staff keep parents well informed about children's daily care and progress, for example through communication sheets and verbal discussions. Staff are encouraging parents of the older children to contribute information about achievements at home and have introduced a 'wow tree' to record information on children's progress at home and at nursery. This helps children to be proud of their accomplishments and motivated to learn.

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

All children are very well supported by the staff, including their key person. Information from each child's parents, previous key person and the records that are kept continually since children start at the nursery promote an effective continuity of care and education. Children aged under three are being cared for in a mixed age range and staff are quickly getting to know their new key children during the period of change to a vertical age group. Staff report how much the older children enjoy their time with the younger ones. Children that have particular attachments to their key person are sensitively respected and

cared for by staff who know them well and can positively respond to their needs. This results in children having a strong sense of belonging and feeling of security.

Young children are prepared and supported well to move into the pre-school. They have several visits to the pre-school room increasing in time until they are comfortable and ready to move there permanently. Parents are involved in the process and are kept fully aware of how their children are reacting to the change. Children are well prepared for their move onto school. They are confident in a group situation and know several of the routines they will find at school, such as finding their own named drawer to store their work.

Children's behaviour is good. There is an effective system in place throughout the nursery where even the youngest children learn to be kind to each other and take turns. Older children can describe how much they enjoy their French lessons helping them learn about the lives of others. Staff are effectively deployed and the resources are of a good quality. These are sufficient in quantity and are displayed well to encourage children of all ages to become autonomous learners as they self-select what they wish to play with. This is conducive to helping children learn and develop. Children gain an understanding of risks and how to keep themselves safe when staff talk to them about how to use their cutlery carefully.

All children are learning about having a healthy lifestyle. They have daily access to the outdoor area and they enjoy enhanced opportunities to have contact with the natural world. Children greatly appreciate caring for the nursery chickens. They can help feed, water and add new bedding to the purpose-built chicken run that is specially designed to allow young children to help in the routine tasks including collecting the eggs. Children carry the eggs very carefully and safely to the office. They learn to wash their hands carefully after dealing with the chickens and eggs to keep themselves safe from germs. There is a small garden area specifically for babies and also, a covered area so older children can have access to fresh air in all weathers. There are many chances for children to learn effectively through activity and movement. Children enjoy energetically riding the scooters and sit and ride toys. Staff sensitively support them to learn to pedal a tricycle. However, the older, more able children have fewer challenges to show increasing control in climbing, scrambling and sliding to build their confidence and skill through balancing and climbing equipment.

Children are learning appropriate self-care skills including during toileting routines. For example, young children are well supervised and older more able children are accompanied to the toilet and supported to learn to follow suitable hygiene routines unaided.

Children are very well nourished. All meals are well prepared on the premises using organic ingredients. Generous portions are offered and the older children serve themselves with the help of staff and learn about portion control and choice. The menu is varied and advice has been taken from a qualified dietician to ensure that children are provided with the correct amounts of various nutrients including measuring the amount of salt and sugar contained in the recipes. Meal times are mostly social occasions. Children learn to be helpful and lay the table and pass the plates to their friends. Staff gently

remind them to remember to say please and thank you. However, during snack time in the younger room, staff are busy with the tasks associated with serving food leaving less time for sitting and chatting socially with the children. This leads to fewer opportunities to help children fully develop their independence and a full understanding of the social conventions at mealtimes.

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

Effective arrangements are in place to safeguard children and promote their welfare. All staff have detailed information on child protection including training. This ensures they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. Robust recruitment procedures are in place to assess that staff are and continue to be suitable to work with children. Effective systems for induction mean that staff are familiar with the nursery's policies and procedures and they work well in practice. The management team monitor staff performance effectively through regular supervision meetings and appraisals. They have undertaken a detailed evaluation of the recent high turnover of staff and have taken effective measures to ensure that the ratios of staff to children are generous. This helps children to be happy and well supported. Staff attend local courses and management also arrange regular in-house training to further develop and extend staff's skills. This results in a well-trained, supported and motivated staff group.

The management team have a clear purpose and are very committed to continually developing the nursery to promote high quality childcare and education. To this effect they have recently introduced a vertical grouping system for children aged under three years. The management team prepared staff for the change by encouraging them to visit other settings where this system is very successful. This inspection was promoted by concerns about how effective the organisation of the scheme is with regard to recording the amount of accidents in this room. The management team frequently and effectively monitor the new system and swiftly put in a great deal of support to ensure that the routine runs smoothly. Staff are suitably deployed and directed so they are fully aware of their roles. Children are observed playing happily with staff interacting closely and warmly with them. Senior staff report the system is greatly improved with the introduction and staff are confidently meeting children's individual needs. The management team are continuing the comprehensive support until they are sure that all the changes to the regime are securely in place. Staff are vigilant in promoting children's safety. They check the premises for hazards every day and supervise children closely at all times. During the early implementation of the vertical grouping more minor accidents were recorded than usual. The management team took quick and robust action by reviewing all accident and incident forms and ensuring staff have good understanding of their roles to minimise future accidents. Staff handle accidents and incidents calmly and efficiently to protect and care for children effectively. Staff are well prepared and knowledgeable as many have up-to-date paediatric first aid qualifications. Children all take part in regular evacuation drills so that everyone knows what to do in an emergency

Management and staff have a good understanding of the learning and development

requirements and monitor the provision closely. For example, following a review of the boys' development in mathematics, staff introduced further number and counting games outside that will interest boys and help them make as much progress as they can.

The management team seek to develop strong relationships with the parents. They have regular questionnaires and the results are included in the development plan. Staff organise open days at a weekend and various sessions throughout the year for parents to see the nursery in action. They invite parents to come and share a breakfast or an outdoor play session at the end of the day. This helps staff share information to benefit children's learning at home. Staff are developing 'craft bags' which give suggestions and cut out activities for children to complete with their parents at home. The nursery has made links with other settings the children attend to promote their continuity in care and learning. The nursery work successfully with other agencies, when necessary, to support children who have additional needs, this gives them continuity to help with their development.

### **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

<b>Unique reference number</b>	EY343980
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	937284
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	94
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Magic Nurseries A Ltd.
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	01582 792060

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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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