

# Redbourn House Day Nursery

South Common, Redbourn, Hertfordshire, AL3 7NB



<b>Inspection date</b>	29 November 2016
Previous inspection date	10 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Management's arrangements for staff supervision do not accurately identify weaknesses in their practice. Staff are not supported to access appropriate professional development opportunities to enhance and strengthen their knowledge and skills.
- The quality of teaching is variable. Staff do not have a secure understanding of the age group they are planning for. Activities and experiences are not adapted for the differing ages and abilities of children that take part. This means that children's individual learning is not promoted.
- Staff's assessments of children's learning and development are not accurate. Staff do not regularly evaluate children's levels of achievement and gaps in learning are not being identified or addressed. Children's next steps in learning are not effectively planned to promote good progress in learning and development.
- Staff do not respond swiftly to children's personal needs, with regard to offering prompt attention to nappy changing and children's need for a drink.
- Older children are not consistently encouraged to develop good social skills.

### It has the following strengths

- Children have many opportunities to develop their physical skills as they frequently access the outdoor area, whatever the weather. They enjoy riding the push-along bicycles and transporting items from one area to another in the wheelbarrow.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ implement effective staff supervision to identify weaknesses in staff practice, and provide professional development opportunities to focus on developing knowledge and skills to improve the quality of teaching	13/12/2016
■ provide children with planned, purposeful and challenging experiences to ensure that their individual needs, interests and stage of development are promoted	13/12/2016
■ make effective assessments of children's learning and development to ensure their level of achievement is identified, support is put in place to address any gaps in learning and children's next steps are incorporated into planned activities	13/12/2016
■ ensure staff respond swiftly to meet children's personal needs, with regard to promptly attending to their need for a nappy change and a drink.	13/12/2016

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

- provide more opportunities for children to develop good social skills.

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and nominated person. They looked at relevant documentation, such as the nursery's self-evaluation process, the nursery's policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspectors looked at children's assessments records and planning documentation, and discussed planning methods with staff.
- The inspectors spoke to some parents, staff and children during the inspection and took account of their views.

## Inspector

Michelle Baldock and Jo Rowley

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Staff do not effectively identify children's next steps in learning. They do not offer children challenging activities that support them in making good progress. Supervision arrangements of staff are not being used effectively to monitor their practice. Staff are not set clear targets for improvement and are not supported to raise the standard of the quality of teaching consistently, throughout the nursery. They are not provided with frequent opportunities to extend their skills and develop their practice through relevant training. Staff are not effectively evaluating their practice. Staff work in partnership with parents and have built secure bonds with them. The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. They know the procedures to follow and the relevant professionals to contact if they have concerns about the safety and welfare of children in their care. The management team assesses staff's suitability to work with children during the process of recruitment. However, induction and supervision are not effective in supporting staff to develop and strengthen their skills and abilities.

### **Quality of teaching, learning and assessment is inadequate**

Assessments of children's learning and development are not accurate and staff cannot clearly demonstrate where children are making progress. Staff's assessments of children's learning are not monitored effectively to ensure that they identify and incorporate children's next steps into planned activities. Staff do not use planned learning opportunities effectively to extend children's learning and development. This is having a negative impact on children that receive funding as they are not motivated or interested in learning and they are not being sufficiently supported to make good progress. For example, as very younger children play with various shiny resources, there is little interaction from staff and no support to help them in developing their early language skills. Staff do not effectively engage all children in story and song time. For example, children are left to wander around the room and are not actively encouraged to join in. This disturbs other children and they are not able to concentrate and engage in the activity. Children are given opportunities to explore in the outside area and enjoy learning about why the ground is frozen and why they cannot dig in the mud. Staff use appropriate language to extend older children's developing mathematical skills. For example, they support children's discussions about how tall their dinosaur is and they help children to tell a mathematical story using the pictures in a book.

### **Personal development, behaviour and welfare are inadequate**

Older children are not motivated to learn and are not given sufficient chances to engage in challenging and interesting activities. Opportunities for children to develop their social skills are missed by staff. For example, at times during the day, children sit quietly at an activity and staff do not engage them in talking. Children do not consistently learn about living a healthy lifestyle. Staff do not talk to them about what food is good for them or which ways they can keep themselves healthy. Children develop their independence skills, such as buttering their own crackers and helping themselves to drinks when they are

thirsty. They receive guidance from staff about their behaviour. Children are praised when they are kind to their friends, such as when they help a friend find their coat peg.

### **Outcomes for children are inadequate**

Children who speak English as an additional language are not gaining a sufficient enough grasp of English to be prepared for school. Children, including those who receive funding, are not reaching their expected milestones and are not prepared for their next stage in learning. They are not provided with stimulating and challenging learning experiences to raise their level of progress. Children's starting points are not consistently identified and their next steps in learning are not accurately targeted. Staff do not plan activities to enable children to make good progress. Children learn some self-help skills, such as putting on their all-in-one suits ready for outdoor play and washing their hands before mealtimes.

## Setting details

<b>Unique reference number</b>	EY343980
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1064944
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Magic Nurseries 'A' Limited
<b>Registered person unique reference number</b>	RP905580
<b>Date of previous inspection</b>	10 October 2013
<b>Telephone number</b>	01582 792060

Redbourn House Day Nursery was registered in 2005. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday from 7am until 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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