

Tots Day Nursery LTD

Leavesden Green Junior Middle & Infant School, High Road, Leavesden, WATFORD, WD25 7QZ



Inspection date

Previous inspection date

14 March 2017

3 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The partnership with parents to promote children's care is inspiring. Children fully benefit from staff's exceptional capacity to tailor care routines to their needs. As a result, children swiftly settle at nursery. They are comfortable and happy.
- Staff are extremely attentive towards children, who fully understand what is expected from them. Children play in harmony and are very friendly with each other.
- Staff conduct secure assessments of children's skills. They identify their starting points and continuous next steps in learning. Tracking of children's skills shows that children progress at a good pace.
- All children are effectively challenged by the qualified staff. For example, babies learn about body parts, through songs, stories and fun games. Toddlers enjoy making pizzas, learning to share, taking turns and using new vocabulary. Pre-school children use straws, sticks, bricks and wooden spoons as props to retell a story. Teaching is good and sometimes, outstanding.
- The manager and room leaders closely monitor staff's practice and teaching. There is a secure support system for staff, who benefit from regular supervision meetings, training and opportunities for continuous professional development. This is positively reflected in the excellent quality of care and education.

It is not yet outstanding because:

- Staff do not exchange enough information about children's learning with other settings that they attend to ensure that children have continuous support at nursery.

What the setting needs to do to improve further

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

- maintain links with other settings that children attend to ensure that information about their learning and development is regularly exchanged to boost their learning at pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed joint evaluation of activities with the nursery deputy manager.
- The inspector evaluated the quality of resources and activities available for children in the indoor and outdoor play areas.
- The inspector held meetings with the provider, deputy manager and staff. She looked at relevant documentation, such as the evidence of the qualification, training and suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views through written feedback.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The safeguarding arrangements are effective. Staff know the signs of abuse and how to make referrals of child protection and safeguarding concerns. The manager continuously discusses safeguarding with staff to ensure their knowledge is up to date. Staff conduct risk assessments of premises and closely supervise children to ensure they are safe at all times. Policies are in line with current legislation and shared with parents. The expert managers are dedicated leaders and staff feel very confident in their roles. They participate in the nursery's reflective practice, which also involves parents and the local authority. Children benefit from staff's expert care and teaching.

Quality of teaching, learning and assessment is good

Staff plan educational programmes based on their secure knowledge of children's learning needs. They observe children's skills and interests, then astutely plan activities and play opportunities to promote their ongoing progress. For example, young children enjoy reading sessions in comfortable areas, learning vocabulary, looking at pictures and bonding with staff. Children in all rooms, investigate activities with interest. For example, toddlers recreate seaweed with green paper in the water tank and add toy fish to the tank. They count the fish they find amongst the seaweed. Highly qualified staff skilfully prepare older children for their future learning. For example, pre-school aged children are challenged to make shapes on the floor using pieces of tape. They show exceptional imagination as they create own pictures. All children make good progress.

Personal development, behaviour and welfare are outstanding

Staff know children extremely well and expertly support their emotional needs and development. They astutely work with parents to manage children's behaviour and children behave exceptionally well. Staff's utmost priority is to promote children's health. From very early age, children learn about personal hygiene and about the importance of eating well, while enjoying nutritious meals. Children play, exercise and have incredible fun outdoors in the exciting and extensively resourced outdoor play area. Staff inspirationally promote children's cultures and children are proud of who they are. They learn about festivals and their community. Staff expertly teach children about keeping safe and children wisely explore the areas available. Children are extremely confident.

Outcomes for children are good

Children's learning is promoted through play. They are busy and explore activities across all areas of learning. For example, babies mix cornflour, water and other ingredients. They are intrigued by textures they create. Toddlers enjoy a very engaging painting activity, using their body and tools to paint. Gaps in children's learning are effectively narrowed with targeted activities. For example, pre-school children create new colours as they mix paint together and use sophisticated vocabulary to describe what they do. Children who speak English as an additional language, very effectively learn English. Those who have special educational needs and/or disabilities are promptly supported. Highly qualified and trained staff ensure that all children develop the skills they will need for school.

Setting details

Unique reference number	EY448399
Local authority	Hertfordshire
Inspection number	1060296
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	113
Name of registered person	Tots Day Nursery Ltd
Registered person unique reference number	RP903124
Date of previous inspection	3 December 2012
Telephone number	01923681092

Tots Day Nursery LTD was registered in 2012. The nursery is one of two settings managed by the provider. The nursery operates from 7.30am to 6.30pm, Monday to Friday, all year round. It employs 27 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2, 3 and 4, including three who hold early years degree, one who holds professional status in early years and one who holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language.

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