

Little Raccoons Day Nursery Ltd

105a Sandringham Road, Watford, Hertfordshire WD24 7FQ



Inspection date	4 July 2019
Previous inspection date	6 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and staff use self-evaluation effectively to help them to continually identify and address areas for improvement. For example, they are currently introducing new strategies to encourage parents to support children's learning at home more precisely.
- Children make good progress. Staff use observation and assessment effectively to plan activities that take account of what children need to learn next. Staff share their assessments of children's development with parents. This helps to promote continuity in children's learning.
- The open-plan structure to the nursery produces a wonderful family environment. Staff know children extremely well. Their settling-in processes are highly responsive to the specific needs of young children and their families. As a result, babies and children develop a strong sense of belonging.
- Staff's teaching of mathematics is strong. For example, they continually model counting to babies and toddlers. Staff teach older children how to sequence and to look for patterns in written numbers, such as how the number one digit is always at the front of a number in the teen range.
- Parents speak extremely highly of the manager and staff team and appreciate the nurturing care they provide. They feel children are developing well, they learn how to respect others and develop strong friendships.
- At times, staff's organisation of activities and routines, such as meals, is not effective. This results in children losing focus in their learning as they have to wait and are not engaged in purposeful activity.

What the setting needs to do to improve further

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

- ensure children continue to be challenged and remain focused on their play and learning, especially when staff are organising adult-directed activities and preparing for meals.

Inspection activities

- The inspector observed staff's teaching and interactions with children, indoors and outside.
- The inspector spoke to staff and children and held a meeting with the provider and manager.
- The inspector observed an adult-planned activity with the manager and held a discussion with her about staff's teaching skills and children's learning.
- The inspector looked at a sample of paperwork, including staff qualifications and suitability checks. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents, read written feedback from other parents, and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff regularly complete safeguarding training and understand how to recognise concerns about children. They also know how to swiftly make referrals both within the setting and to relevant agencies. The good recruitment procedures ensure that staff are suitable to work with children. Staff receive regular coaching and supervision from the manager. They access many different training courses to help them to improve their teaching skills. The provider has an effective system in place to track the progress each child makes in their learning and development. This helps the manager and staff to compare the progress different groups of children make and to swiftly identify and narrow any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff gain detailed information from parents on what children can already do when they start to attend the nursery. They use this information to help them identify children's starting points in learning. Staff are good teachers and show enthusiasm in their interactions with children. They ensure that children benefit from independent play and adult-planned activities. Children enjoy a good range of activities and resources, which staff make attractive to them. Young children enjoy exploring how to make towers using soft blocks. Staff model counting as children build the blocks up and knock them down. Older children benefit from activities that prepare them well for their move on to school. For example, they use their early writing skills to make pretend train tickets. Staff provide opportunities for children to extend their learning, such as pretending to go on train journeys with them.

Personal development, behaviour and welfare are outstanding

The manager and staff are extremely welcoming and dedicated to providing the very best care for children. They know children extremely well and place their well-being at the centre of everything they do. Children display very high levels of confidence and are incredibly sociable. They learn how to behave very well and to be considerate towards each other. Children show exceptionally high levels of independence and develop excellent self-care skills. Staff have a positive attitude that children can complete tasks for themselves. This results, for example, in young children readily finding their comforters, taking off their shoes and settling themselves for sleep time. Staff teach children how to take excellent care of themselves. For example, they learn about healthy foods, the importance of physical exercise and the positive effects this has on their bodies.

Outcomes for children are good

Children are making good progress and gaining effective skills that prepare them well for the next stages in their learning. They are inquisitive and enjoy spending time exploring. For example, older children learn about colour as they mix paint and skilfully make pictures. Younger children learn about volume as they fill and empty containers with sand. Children enjoy spending time in the well-resourced book areas. They share books with their friends and are able to recall events in stories.

Setting details

Unique reference number	EY432662
Local authority	Hertfordshire
Inspection number	10074884
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	24
Number of children on roll	29
Name of registered person	Little Raccoons Nursery Limited
Registered person unique reference number	RP535329
Date of previous inspection	6 April 2016
Telephone number	01923 800 711

Little Raccoons Day Nursery Ltd registered in 2011. The provider employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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