

Little Raccoons Day Nursery (Apsley)

Stephensons Cottage, 306 Belswains Lane, HEMEL HEMPSTEAD, Hertfordshire, HP3
9XE



Inspection date	17 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff reflect on practice. They take time to talk with parents and encourage them to share their views and ideas. This enables action to be taken in order to identify areas of weaknesses and make continuous improvements.
- Staff understand how to work well with other professionals to ensure children who need extra help receive the support they need. For example, they liaise with parents, providing observations to share with others, such as the speech and language specialists.
- The management team and staff have a good knowledge of the requirements of the early years foundation stage. Together they monitor children's progress well to ensure all make good progress from when they first start.
- Children's behaviour is good. Staff are positive role models and they manage children's behaviour very well. For example, staff regularly talk about using kind words or sharing equipment with their colleagues, to set good examples.
- Children's attendance is monitored to support their welfare and personal development.

It is not yet outstanding because:

- Staff do not always make the most effective use of planning to reflect and focus precisely on what children need to do next to help them to make rapid progress.
- Staff do not consistently promote effective strategies that encourage parents to share information about their children's ongoing achievements at home.

What the setting needs to do to improve further

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

- refine the arrangements for planning, to identify even more-precisely the next steps for children's learning, in order to increase the potential for them make really rapid progress
- extend the good communication with parents, exploring ways for them to consistently share information about their children's learning and development at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the deputy manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and provider how they reflect on their practice.
- The inspector took account of the views of parents through written feedback shared with staff in the nursery.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

Staff complete an induction then have ongoing supervision meetings with their line manager. This helps to ensure that they remain clear about their role and responsibilities within the nursery. Risk assessments are in place and staff are vigilant about the security of the nursery and how they can protect children's safety and welfare. Arrangements for safeguarding are effective. The deployment of staff is planned well and helps to promote children's care and learning needs through positive adult interaction. The management team supports staff attendance at required training, such as first aid and safeguarding. In addition, they promote staff's continuing professional development, providing further training to support the good teaching and learning outcomes for children.

Quality of teaching, learning and assessment is good

Staff help children to notice the natural world around them. For example, children delight in seeing what lives under logs in the garden. They enjoy talking with staff and each other as together they try to identify mini-beasts. Staff encourage children to share what they see. For example, children recognise and confidently talk about the woodlouse that is scurrying away. Staff consistently praise their interaction and comments, helping children to develop a sense of pride and achievement in what they say and do. Staff support children to develop their self-help, communication and physical skills. For example, children independently use the bathroom to wash their hands or put on their coats before going out to play. Staff complete regular assessments of children's learning and development, including the progress check for children between the ages of two and three years.

Personal development, behaviour and welfare are good

The well established key-person system helps children form secure attachments and promotes their emotional well-being and independence. Staff sensitively greet all the children as they first arrive. Good attention is given to providing a hygienic and well-resourced environment inside and outside. Children enjoy the freedom of choice to play where they prefer and at their own pace. Staff help children to learn about the wider world through discussions and activities. Children celebrate various festivals during the year and explore similarities and differences between their families' customs.

Outcomes for children are good

Children become confident and effective communicators, through strategies that help to close gaps in their development. For example, children repeat words staff say and they thoroughly enjoy practising speech sounds or developing their conversational skills. Children quickly learn about the protocols of taking turns to speak and listen. They use mathematical language during play, for example, as they weigh ingredients to make biscuits. Children use a range of technology that helps to increase their skills for the future. All children are well prepared for the next stages in their learning or when moving on to school.

Setting details

Unique reference number	EY498699
Local authority	Hertfordshire
Inspection number	1117542
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	48
Name of registered person	Little Raccoons Day Nursery (Apsley) Limited
Registered person unique reference number	RP901116
Date of previous inspection	Not applicable
Telephone number	01442212555

Little Raccoons Day Nursery (Apsley) registered in 2016. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The nursery is open from Monday to Friday, throughout the year, sessions are from 7.30am until 6.30pm. The nursery staff provide funded early education for two- three- and four-year-old children.

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