

Abbot's Hill Nursery

Abbots Hill School, Bunkers Lane, HEMEL HEMPSTEAD, Hertfordshire, HP3 8RP



Inspection date

8 September 2016

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 ambitious management team has high expectations of staff and reflects on many areas of practice to carefully plan improvements. Self-evaluation is accurate and effective methods are used to gather the views of parents, staff and children.
- Children are motivated to learn in the bright and stimulating environment. Staff remind children of the vast range of activities available, enabling them to make informed decisions about their day.
- The nursery benefits from close links to the onsite school. Staff have access to wider training opportunities, professional expertise and use of facilities. This helps to promote children's physical development and begin to prepare them for school. For example, older children take part in ballet classes and twice weekly physical education lessons.
- Parents appreciate the close attention the key person places on their individual preferences for their child's care. A gradual settling-in process works well, helping children to settle quickly and gain close attachments to the adults who take care of them. Young children like cuddles and being held. Older children show confidence as they speak to adults about their needs.
- Staff continually promote children's well-being. They tailor each child's move between the rooms to meet their individual needs and regularly recognise and praise their achievements.

It is not yet outstanding because:

- Although detailed improvement plans are in place, the manager has not yet fully reviewed the impact of these on children's learning and development.
- The strategies staff use to inform parents about children's next steps in learning and how they can support these are not always successful. This means that some parents are not aware of how they can further extend children's development at home.

What the setting needs to do to improve further

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

- evaluate the plans for development in order to identify the impact changes have on children's learning and development
- explore further ways to include parents in extending children's learning at home to enable them to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She accompanied children on a walk to the forest and observed a ballet lesson in the school hall.
- The inspector completed a joint observation with the nursery manager. She held discussions with the provider, the headteacher of the school, members of staff and spoke to children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as staff induction and supervision forms, the nursery's self-evaluation, the safeguarding policy and evidence of the suitability of staff.
- The inspector reviewed children's development records through an online learning system and by looking at their individual journals.
- The inspector took account of the views of parents through discussions on the day of the inspection, completed questionnaires and written feedback.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff receive regular training on child protection, including the most recent legislation. Rigorous recruitment processes ensure the suitability of all adults working with children. Furthermore, the provider completes checks on all other adults working or living onsite, provides strict guidance for visitors to adhere to and closely monitors access through a fingerprint scan entrance system. This level of vigilance ensures children are robustly safeguarded. The manager completes both formal and informal reviews of staff's practice to help maintain their good quality teaching. In addition, she reviews children's assessments to collect and analyse specific data. This helps her to identify any gaps in learning and ensure appropriate interventions are secured. For example, areas have been enhanced to help capture boys' interest in literacy.

Quality of teaching, learning and assessment is good

Parents contribute to children's initial assessments. This helps staff to plan precisely for each child from the outset of their placement. They gather ongoing information about children's home experiences. For example, parents place photographs of family holidays on the online system. Staff make careful observations of children and regularly assess their levels of development to support their good progress. They provide a range of planned activities and allow children time to indulge in self-chosen play. For example, young children use their hands to explore the texture of jelly and custard during a sensory experience. They delight as they realise utensils help to move food to their mouths. Older children solve problems as they work out the ingredients they need to make dough. As they collect sticks in the forest, they use mathematical concepts, such as big and tallest.

Personal development, behaviour and welfare are good

Staff provide a good role model from which children learn. Children behave well and begin to accept the needs of others as they share resources and take turns. Staff value the ideas gained at recent behaviour management training and are confident in their approach. They take time to talk to children about how they are feeling and help them to recognise that their actions have an impact on others. Staff help children to gain an understanding of risk. One of the ways they do this is by encouraging them to listen and look for any approaching cars as they carefully walk alongside and cross narrow roads. Children are beginning to manage their own personal needs. They use tissues to wipe their noses and wash their hands independently before all mealtimes.

Outcomes for children are good

All children make good progress given their starting points and develop a positive attitude to learning. They take an active role in decision making, follow instruction well and demonstrate good levels of concentration. Children show an inquisitive nature as they ask appropriate questions about things they have observed. They talk to staff about the snails and different types of birds that live in the forest. Children learn about the wider world and ways of life through regular discussions. Staff are excited about plans to further empower children to share their own cultural experiences. Children gain the key skills needed to help prepare them in readiness for school.

Setting details

Unique reference number	EY490982
Local authority	Hertfordshire
Inspection number	1029486
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	61
Number of children on roll	31
Name of registered person	Abbot's Hill School Limited
Registered person unique reference number	RP902122
Date of previous inspection	Not applicable
Telephone number	01442 240 333

Abbot's Hill Nursery was registered in 2015. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children.

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