

Little Heath Nursery Playgroup

Parish Hall, Thornton Road, Potters Bar EN6 1JJ



Inspection date	6 June 2019
Previous inspection date	4 March 2015

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

- Staff provide an exceptionally welcoming and safe environment for children to learn and play. Children have free access to an excellent range of toys and resources. Staff build on children's interests and plan stimulating and challenging activities to meet their individual needs most successfully.
- Partnerships with parents are very strong. Staff keep parents fully informed of their children's development and achievements. Parents say they are delighted with the progress their children have made since joining the setting. Parents are full of praise for the staff and say they are nurturing and kind.
- Children's behaviour is excellent. Staff teach children about the routines and rules of the setting exceedingly effectively. Children eagerly view a series of pictures that successfully support them to understand staff's expectations. Staff praise children often for their superb behaviour. This helps to raise children's self-esteem immensely and they feel very proud of their achievements.
- The manager and staff work well together as a team. Staff observe each other's practice frequently and this helps to enhance the quality of their teaching. The manager checks the progress of groups of children to identify any gaps in teaching and learning. Staff receive good support and coaching from the manager and have access to regular training opportunities.
- Staff evaluate the effectiveness of the activities they provide. They offer choices to children and give them responsibilities, such as tidying away the toys. Staff frequently seek the views of parents and take these into account when planning to make improvements to the setting.
- Staff sometimes miss opportunities to reinforce mathematical concepts during play, such as counting, colours, shapes, patterns and comparisons.
- Staff do not provide extensive opportunities for children to explore and investigate information and communication technology.

What the setting needs to do to improve further

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

- take every opportunity to incorporate mathematical concepts during children's play to enhance their understanding of counting, shapes, colours, patterns and comparisons
- increase children's access to information and communication technology to develop their curiosity and extend their understanding of the world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and reading written feedback.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's developmental records, policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Management of the setting is effective and efficient. The manager and her deputy work hard to ensure the smooth running of events, such as a visit from the fire brigade. They take the safety of children very seriously. For example, they conduct a thorough risk assessment of the event to keep children safe. Staff engage the support of parents to ensure all children are properly supervised. Safeguarding is effective. Staff are confident in their ability to recognise if a child is at risk of harm. They fully understand their responsibilities to protect children and the procedures to follow if they have a concern. Recruitment of new staff and apprentices follows safe practice. The manager ensures that all new staff are given a thorough induction into the setting's policies and procedures, and staff suitability is continually checked.

Quality of teaching, learning and assessment is good

Staff accurately assess the learning needs of individual children. They understand the skills that children need to learn and provide activities to motivate them. For instance, for children who are reluctant to use a pen, staff provide brushes and water for them to make marks on garden paving. Staff promote children's communication and language development well. All children, including those who speak English as an additional language, learn a good range of vocabulary. Staff gradually introduce children to the sounds of letters, and parents say their children practise these at home. Staff sometimes build activities around a theme, such as fire safety. They extend children's learning by providing a range of books, toys and outfits linked to the theme. Staff encourage critical thinking as they ask children questions about the events of the day.

Personal development, behaviour and welfare are outstanding

Children are extremely excited to see a real fire engine arrive at the setting. Staff support parents and grandparents highly effectively to ensure their children stay safe and are well supervised. Staff have an excellent understanding of children's emotions and provide them with loving cuddles and comfort if they are sad when their parents go home. Children settle well and quickly in the setting and they form exceptionally strong bonds with the kind, caring staff. Staff support children's independence successfully and encourage them to prepare fruit for their snacks. Children have superb opportunities to learn about nature and living things as they explore the imaginative garden. They plant seeds, tend flowers and dig for mini-beasts. Children are incredibly curious and excited as they draw staff's attention to insects they find. Staff promote children's curiosity further as they ask them to consider how a spider is able to climb up a wall.

Outcomes for children are good

The youngest children are highly motivated and eagerly explore the range of resources available. Older children are polite and considerate. They offer plates of fruit to others on their table. Children are confident and active learners. They improve their physical skills on climbing frames. They are imaginative and accurately name model dinosaurs buried in sand. Children learn about other cultures and different languages spoken by their friends. They write their name and practise early writing skills in preparation for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY469837
Local authority	Hertfordshire
Inspection number	10059546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	30
Name of registered person	Michael, Hajnalka
Registered person unique reference number	RP516704
Date of previous inspection	4 March 2015
Telephone number	07737 857990

Little Heath Nursery Playgroup registered in 2013. It opens on Mondays, Tuesdays and Thursdays from 9am until 2.50pm, and on Wednesdays and Fridays from 9am until midday. There are six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

