

Tring Park Day Nursery

Tring Park Cricket Club, London Road, TRING, Hertfordshire, HP23 6HA

Inspection date	06/08/2014
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners are highly effective at supporting children's communication and language development, so children gain a wide vocabulary and become skilled communicators.
- Practitioners support children with special educational needs and/or disabilities effectively. They work with a range of other professionals and agencies to ensure that the individual needs of the children are being met.
- Practitioners have strong relationships with the children and are empathetic towards their needs and feelings. They speak to children respectfully and, as a result, children are confident and enjoy attending the nursery.
- The management team have developed a very effective monitoring system of staff performance through their induction and appraisal processes. This allows them to ensure that practitioners are providing a high standard of teaching and care. Safeguarding knowledge is strong and children are kept safe within the nursery.

It is not yet outstanding because

- Practitioners have not fully explored ways to encourage parents to make best use of the tracker system to share observations from home. As a result, practitioners are unable to support children's learning to the very optimum.
- On occasion, activities are not always fully resourced. Practitioners do not always maximise opportunities for children to think critically by considering what they may need to complete the activity, to develop their problem-solving skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed activities in both rooms and in the garden.
- The inspector conducted a joint observation with one of the managers.
- The inspector held a meeting with both managers.
- The inspector looked at the children's assessment records and the planning documentation.
- The inspector checked the suitability and qualifications of practitioners, the nursery's self-evaluation form and a range of policies.
- The inspector spoke to several parents and took account of their views.

Inspector

Katherine Hurst

Full report

Information about the setting

Tring Park Day Nursery was registered in July 2008 and is on the Early Years Register. It is privately owned and operates from a purpose-built, single-storey building set back from the road on the outskirts of Tring, Hertfordshire. There are extensive grounds with an enclosed play area. The building has disabled access and is open each weekday from 8am to 6pm for 51 weeks of the year. Children attend either for a full day, a morning or an afternoon session. The nursery serves the local area of Tring and the surrounding areas, and is accessible to all children. There are currently 67 children on roll in the early years age range and the nursery provides funded early education for three- and four-year-old children. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. There are 14 members of staff employed at the nursery, which includes eight qualified members of staff and a chef.

What the setting needs to do to improve further

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

- expand opportunities for children to learn to think critically and create their own solutions to problems during both child-initiated and adult-led play
- enhance the strong partnerships with parents by exploring alternative strategies to encourage parents to use the online tracking system more effectively so that practitioners can maximise their support for children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children play happily within the nursery and are fully engaged with the range of toys and activities, which they are able to access and choose freely. The majority of the children in both age ranges spend their time in the well-resourced garden and either initiate their own play with toys available or join in adult-led activities. The younger children spend a long period of time playing with chubby markers, which they are able to use by dabbing them on the paper. Children explore the different coloured pens and make various marks on large pieces of paper that are laid out on the garden floor. Children learn to imitate sounds and words as they imitate practitioners by saying 'dab dab dab' while making marks. Practitioners talk to the children about the process of making gloop and they use their hands to mix the dry powder and water before making marks in it using their fingers. By doing so, children begin to develop their early writing skills. Practitioners sing lots of songs during play to develop children's language. For example, at the water tray children are invited to splash in the puddles and they scream and laugh in delight at this game.

Practitioners take it in turns to plan an adult-focused activity each day depending on the needs of their key children. Previously, a child has shown interest in babies, so their key person plans an activity in the water tray to bathe the dolls in order to teach children the importance of caring for others and also self-care skills. Practitioners talk to the children about holding the dolly carefully, keeping their head out of the water and then getting them dressed afterwards. Children develop an understanding of how to show care and concern for others. However, when the practitioner realises that they do not have a dry towel, they ask another adult to get one. By doing this children are not being encouraged to solve problems and consider what they may have needed to dry the dolly. Therefore, practitioners do not consistently maximise their use of opportunities to challenge them to further their thinking.

Children explore an under-the-sea theme over several weeks and practitioners provide lots of different resources for them to create pictures of their own interpretation of the sea. A practitioner sits with a small group of children while they access the resources and talks to them about what they are creating. In addition, the practitioner uses a story book about a fish that has a big imagination and offers this as inspiration to the children. The practitioner reads parts of the story to the children and shares facts about the different sea animals, listening to the children and following their lead when they change conversation. Throughout the activity the practitioner speaks to the children in a calm voice and introduces a range of vocabulary including mathematical words, for example, rummage, fine, sprinkle and stunning. As a result of the practitioner's highly skilled teaching, she supports all seven areas of the children's learning and development, children remain engaged for a long period of time, and they are interested and motivated to learn. Children with special educational needs and/or disabilities receive good support for their individual needs because practitioners access training and support from outside agencies and work closely with the families. This allows practitioners to offer additional support to children who need it and enable the children to achieve the best they can. As a result, all children make good progress within the nursery and leave ready to attend school.

Partnerships with parents are strong and practitioners share information on a daily basis with parents regarding their child's learning and development. Parents are invited to attend a parent's evening appointment twice a year and practitioners share ideas of how parents can support their child's learning at home on a regular basis by sharing current next steps. The nursery uses an online tracking system to record all of the children's observations, next steps and individual learning plans. Parents have individual usernames and passwords to access their child's profile from home and add their own observations and photographs. Observations are uploaded regularly and practitioners are able to track their key children effectively. However, the nursery has yet to develop a strategy that encourages all parents to contribute observations from home and the wider community. The online tracker is not always used most effectively, and therefore, practitioners do not have a holistic view of their key children's learning and development. Therefore, they are not able to plan to support children's learning to the very optimum.

The contribution of the early years provision to the well-being of children

Practitioners have strong, empathetic relationships with the children and are extremely caring, which results in the children being happy and enjoying their time at nursery. The nursery has a strong key-person system in place and they pride themselves on being a home from home. Practitioners know all the children well, so they feel secure and will happily seek comfort or communicate with any of the adults within the nursery. Prior to children attending the nursery, practitioners arrange a home visit with the child and their family in order to gain more information and learn about the child's care needs. Once the child attends the nursery, practitioners communicate with parents on a daily basis. By doing so partnerships with parents are enhanced and children benefit from good continuity of care. Practitioners have high expectations of the children and their abilities. In the baby room one of the children tries to take off and put back on the lid of a chubby marker and each time takes it to one of the practitioners saying 'please'. The practitioner helps him the first few times but then teaches him to do it independently, talking him through each step. This encourages the child to be independent and try things for himself. When he is able to do it the practitioner warmly praises him, which boosts his self-esteem. This helps to prepare children emotionally for the move to school.

Practitioners have high expectations of the children's behaviour within the nursery. The environment is very calm with no raised voices, and as a result, children are calm and play harmoniously with each other. When conflict does arise, practitioners intervene appropriately and support children to resolve the problem. For example, when children try to snatch a toy from another child the practitioner reminds them to use words and not their hands and to ask their friend if they want to share. By doing so, children learn to manage their feelings and behaviour and to consider others. Practitioners carefully consider the times when children move rooms and how they will support them in this process. For example, for some children they will consider adapting the room layout to ensure that they are able to fully access the environment. The nursery has a wide range of resources and these are used appropriately to enhance learning. Practitioners provide real tools for the children to play with, for example, trowels and rakes in the digging pit. Children are encouraged to be careful with practitioners reminding them to keep them low and talking to them about it being dangerous if they hold it above their heads. Children begin to understand the importance of using tools correctly and safely.

The nursery has an on-site chef who freshly prepares all of the food on a daily basis. All of the food is branded or organic, with eggs often coming from the local farm. The chef provides healthy nutritional meals and these recipes are regularly shared on their website for parents to access. Children have lots of opportunity to play outside in the fresh air and the nursery makes use of the cricket grounds next door to support children's physical development. Children are given plenty of space and freedom to run around in a large area, whereas when they play in the nursery garden children learn to negotiate space. Children are encouraged to have good hygiene practices in a range of ways, for example, the nursery has a hand washing song. This supports children's language development and also teaches them about keeping healthy.

The effectiveness of the leadership and management of the early years provision

Safeguarding knowledge within the nursery is strong and practitioners are aware of the signs that would cause them to be concerned. Correct adult-to-child ratios are kept or exceeded at all times and the nursery often has additional practitioners available. This allows them to go for trips to the local park and community. All practitioners are subject to recruitment checks and are suitable to work with children. Management are highly effective at monitoring practitioner performance through a robust induction, peer observation and appraisal system. Practitioners are observed regularly and management highlight their strengths and also the areas for improvement. Practitioners are fully supported to develop their practice and management look to empower them to grow in confidence by considering their strengths and asking them to create activities around these. As a result, practitioners are happy and enjoy being in the nursery, which leads to children being cared for in a happy, relaxed environment. Managers ensure that teaching and learning is of a high standard and children are progressing effectively. One way that they do this is through the online tracking system, on which they can monitor the children's progress. They are quick to identify practitioners who need additional support and training. Practitioners have the opportunity to complete training and gain further qualifications both in house and through external agencies. For example, one practitioner is about to gain their level 3 qualification and another starts the Early Years Teacher Status course next month. As a result, the children are cared for by skilled individuals, the quality of teaching is of a high standard and their learning is enhanced.

Practitioners have built effective relationships with other professionals and work with them on a regular basis to ensure that they are able to give additional support to those children and families that need it. For example, practitioners work closely with the local children's centre and borrow resources from them in order to enhance the learning opportunities for children with special educational needs and/or disabilities. The management team purposively self-evaluates the nursery's practice regularly and encourages all practitioners to be reflective. This leads to fresh ideas and exciting learning opportunities being developed for children. There is a continuous strive to improve embedded in the nursery.

Relationships between practitioners and parents are respectful and purposeful. The nursery holds several social events throughout the year where parents can meet each other and also speak to their child's key person. These include fundraising events to raise money to buy specific equipment or to donate to charities that support children that they care for. Children enjoy going to nursery and tells their parents who their friends are and what toys they like to play with. Planting flowers and visits from chicks from the local farm are particular favourites from the spring and summer months. Parents are very happy with the nursery and specifically like how healthy the food is, the standard of teaching and how well the nursery supports children's communication and language, especially all the singing that they do. They state that the nursery ticks all the boxes and is above all they would want from a nursery. Parents would recommend the nursery and have done so in the past.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY370530
Local authority	Hertfordshire
Inspection number	858006
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	67
Name of provider	Tring Park Day Nursery Ltd
Date of previous inspection	29/01/2009
Telephone number	01442 822584

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Store St
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