

The Nursery Rooms

Warwick House, Perry Road, Harlow, Essex CM18 7NF



Inspection date	9 August 2018
Previous inspection date	29 October 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Children thoroughly enjoy their time at the nursery. They are welcomed with warm embraces and greetings from practitioners, and immediately settle into the learning environment.
- Rich learning takes place as practitioners prepare and provide stimulating and varied activities that children are eager to explore. For example, babies are captivated by an assortment of different sized, coloured and textured bottles that are filled with glitter and coloured water. They learn their colours as practitioners take every opportunity to communicate with and teach them.
- Older children relish the opportunity to run outside. They use their imaginations as they create a highly competitive game of catching each other, using a ball. They stretch themselves as they balance and jump on a tyre run in the garden.
- Relationships with parents are strong. Feedback from parents shows how much they value the hard work that managers and practitioners provide for their children. Parents are delighted with the progress that their children are making and the care, love and support that their children receive.

It is not yet outstanding because:

- Opportunities are not taken consistently enough to enhance staff training so that practice is raised to the highest levels.
- Occasionally, planning for outdoor activities for the youngest children has not been thoroughly thought out to enable them to make the best progress possible in this area.

What the setting needs to do to improve further

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

- seek further ways to enhance professional development opportunities that specifically focus on staff training to strengthen practitioners' knowledge and expertise
- develop the planning of outdoor activities for the youngest children further to ensure that they make the best possible progress.

Inspection activities

- The inspector spoke to practitioners, children and management at appropriate times throughout the inspection. She took into account the views of parents spoken to on the day and from their written testimonials.
- The inspector carried out a joint observation with the assistant manager.
- The inspector looked at children's records, observation and assessment files, planning documentation and learning journeys.
- The inspector observed the children and practitioners in their rooms and outside in the garden area.
- The inspector held a meeting with the management team and checked evidence of the practitioners' qualifications and their suitability to work with children.

Inspector
Angela Doherty

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and practitioners are aware of the procedures to follow if they have any concerns about a child's welfare. Managers and practitioners are vigilant about the security of the nursery, with entrance doors remaining locked and closed-circuit television cameras operating to ensure that there is no unauthorised access. The management team holds regular meetings to ensure that all new developments and changes are quickly delivered to all practitioners and these are introduced and implemented effectively. A well-thought-out settling-in process enables children to start confidently when they first begin and when they move up to their new rooms. Parents are furnished with detailed information about how their children are progressing and what their children have done throughout the day. Open evenings are arranged to give further information to parents during in-depth meetings with their children's key workers. Ongoing self-evaluation of the setting is inspiring. Management and practitioners are highly enthusiastic about the new developments and updates that they are working towards.

Quality of teaching, learning and assessment is good

Practitioners are skilled at teaching children using a range of different strategies to include all of the children's needs and interests. For instance, children were absorbed in learning to count to 20 and adding 'one more' as they threw a ball to each other in the garden. This learning was then consolidated as they were asked to find different numbers on a hopscotch line. They laughed delightedly as they all squeezed onto the number five square. Practitioners assess children's development rigorously. They plan a wide range of challenging and interesting activities and crafts to progress children's learning that is targeted towards their individual learning goals.

Personal development, behaviour and welfare are good

Children receive opportunities throughout their day to make their own choices. For example, babies are encouraged to feed themselves at breakfast. They are equally given lots of time and opportunity to use their hands and enjoy feeling how it 'squidges' through their fingers as they explore and practise early mark making with it. Children are well versed in the routines of each individual room and they are very well behaved and listen well to instructions. For example, when practitioners informed children that they are going inside from the garden, they immediately tidied up the toys and happily lined up in front of the door ready to go in for a snack. The youngest children say, 'Ta' and are praised for their excellent manners. Children learn how to be independent and are given responsibilities and practise making decisions from a young age. They learn about the world around them and about a broad range of festivals and cultures, for example, through crafts, displays, books and food tasting, amongst other activities.

Outcomes for children are good

Children are confident, curious and happily ask questions. They develop good listening and communication skills, including those children who speak English as an additional language. Children are making very good progress from their starting points and are well prepared to move on to their next levels of learning, including school.

Setting details

Unique reference number	EY264808
Local authority	Essex
Inspection number	10062941
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	79
Number of children on roll	46
Name of registered person	WSG Limited
Registered person unique reference number	RP906986
Date of previous inspection	29 October 2015
Telephone number	01279 866445

The Nursery Rooms registered in 2003. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and those who have special educational needs.

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