

# Bush-E-Babes (Stobbart Hall)

St Pauls C of E Church, Bushey Hall Road, Bushey, WD23 2EQ



<b>Inspection date</b>	21 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is good. Staff are attentive towards children's interests and learning needs. For example, boys are interested in superheroes. Staff plan drawing, reading and costume making activities for them. Even the more reluctant children engage well. Staff effectively promote children's imagination as children create their own 'superpowers'.
- Children learn to lead healthy lifestyles. They enjoy nutritious meals that are carefully prepared to meet their dietary requirements. Outside, children explore playground equipment, play games, explore ride on toys and relax on cushions in the warm sunshine. They exercise and enjoy fresh air. Children learn to be independent and to take care of their own hygiene needs.
- There are good procedures to obtain information from parents about children's ongoing care needs. The key-person system is effective and staff form strong bonds with children, who swiftly settle at nursery.
- The manager ensures that staff are suitable to work with children and that they are qualified and trained. Training programmes for staff are effectively aligned with children's needs, staffs' interests and mandatory requirements. Staff are confident in their roles and eager to explore new ways to support children's learning.

### It is not yet outstanding because:

- Staff exchange limited information about children's learning needs and interests with other settings that children attend. Therefore, children's learning is not always maximised.

## What the setting needs to do to improve further

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

- establish a frequent and more detailed exchange of information about children's skills and interests with other settings that they attend, so children can gain maximum support for their learning needs.

### 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 completed a joint evaluation of an activity with the manager.
- The inspector held discussions with the manager and staff. She looked at relevant documentation, such as policies, procedures and evidence of the suitability of those working in the nursery.
- The inspector took account of the views of parents through discussions and written feedback.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know the steps to follow should concerns about children's and staffs' welfare arise. The safeguarding and child protection policies are shared with parents and staff, alongside other policies. Staff conduct daily checks of the premises and teach children to manage their own safety. For example, they discuss with children where to place a board containing the height chart so that they can safely measure each other. The manager, staff, parents and the local authority advisors contribute to the nursery's reflective practice. New ideas are implemented. For example, the manager has created a new staff supervision process, which has already helped in promoting the continuous development of practice and teaching.

### Quality of teaching, learning and assessment is good

Well qualified and trained staff conduct comprehensive assessments of children's skills. They securely plan activities to promote children's next steps in learning. For example, staff use picture cards to teach young children about animals. Children sing songs about animals and learn to imitate them. Staff plan interesting activities for children. For example, children make 'hedgehogs' with dry pasta and modelling dough to develop their counting skills. Staff give good support to children who speak English as an additional language. Children use their home language and learn English. Staff and parents support children's learning together and discuss ideas for activities. Staff use appropriate questioning, prompting and effectively teach children new vocabulary. For example, children engage in lovely discussions about their families as they draw with chalk on the floor outside. Children learn through play.

### Personal development, behaviour and welfare are good

Routines are adapted to the needs of children, who comfortably enjoy their time at the nursery. Older children help their younger peers to follow the rules. For example, they remind them to use 'kind' hands and walk indoors. Staff are good role models for children. They are approachable and often praise children and each other. Behaviour is managed in partnership with parents. Issues are discussed immediately. Children have good support for their emotional well-being and behave well. Staff teach children about their community, cultures and festivals. Children are articulated and learn to follow instructions. They make their own choices, give suggestions and help staff during routines, such as during meals and tidying up before going home. Children are very confident.

### Outcomes for children are good

Children eagerly explore the good range of resources available. For example, young children use their imaginations and language skills when pretending to be parents. They push toy prams around the room and name things while collecting objects in bags. Children are challenged to try new things as they play. For example, older children build their own train tracks and are successfully encouraged to link the tracks together. They do this readily and with great enthusiasm. Children are provided with daily play opportunities, across all areas of learning, and are being effectively prepared for school.

## Setting details

<b>Unique reference number</b>	EY481398
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	993502
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Jannine Suzanne Ruth Yadid
<b>Registered person unique reference number</b>	RP907985
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01923800570

Bush-E-Babes (Stobbart Hall) was registered in 2014. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3, 4 and 5. The nursery opens from Monday to Thursday from 8am to 6pm and on Friday from 8am to 3pm, all year round. It provides funded early education for two-, three- and four-year-old children. The nursery cares for children who speak English as an additional language.

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