

# The Right Track Children's Nursery



National Express, Hertford East Railway Station, Mill Road, HERTFORD, SG14 1SB

<b>Inspection date</b>	8 March 2017
Previous inspection date	18 July 2013

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

- Staff plan a wealth of interesting learning activities to promote children's good progress and ignite their curiosity. Older children experiment mixing water and sand together to create different consistencies. Babies explore the wider world as they feed the ducks and observe how canal boats make ripples in the water as they travel along.
- Staff form very good partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed daily feedback about their children's progress and the activities they have enjoyed. They describe the staff as brilliant.
- Children form warm and caring bonds with their key person and each other. Older children learn about the importance of friendships. They freely express their thoughts and talk about what friendship means to them. Babies demonstrate that they feel secure as they snuggle up to their key person when they become tired.
- The well-qualified team of staff receive regular supervision meetings and have good training opportunities to consistently update their skills. Staff share the new knowledge they gain with each other.

### It is not yet outstanding because:

- Staff do not yet share precise information about children's achievements with other providers that children attend, to fully support their continuity in their learning and development.
- Staff do not make the best possible use of the initial information that they gain from parents to support even more accurate early planning for children's next steps in learning.

## What the setting needs to do to improve further

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

- strengthen the partnership with other providers that children attend so that more precise information about children's achievements is shared
- make better use of the initial information obtained from parents to support accurate early planning for children's next steps in learning from an early stage.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager, member of staff with lead responsibility for safeguarding and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. Recruitment procedures are robust. Rigorous checks are conducted to ensure that staff are suitable to care for children. A video entry system enables staff to verify the identification of visitors prior to permitting them in to the nursery. The enthusiastic manager and dedicated staff team are reflective and continually evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning.

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

Staff respond well to children's individual interests and successfully incorporate these within stimulating activities. All children demonstrate a positive approach to learning. For example, babies persevere at linking together pieces of a wooden train track. They enjoy listening to simple stories read to them and point to characters on the pages of the book. Staff consistently respond to babies' babbles, helping them to learn the pattern of conversation. Babies giggle with delight as staff sing their favourite nursery rhymes to them. Older children positively respond to the staff's use of questioning to challenge their thinking. This motivates them to use complex sentences to recall previous experiences outside of nursery, such as how they celebrated Strove Tuesday with their family. Staff request key words and phrases from parents, in a range of different languages. This is one example of how they support children who speak English as an additional language.

### Personal development, behaviour and welfare are good

All children show high levels of self-confidence as they independently choose from a varied range of good quality toys and activities. Staff are positive role models for children. They consistently use good manners when talking to children and each other. Children thoroughly enjoy the freshly prepared nutritious meals and snacks. Successful arrangements are in place to help children to feel emotionally prepared as they move between rooms. The inviting outdoor area provides children with good opportunities to develop their physical skills, such as learning to safely push themselves backwards in ride-on vehicles. Babies develop strength in their legs as they hold onto their key person's hands and practise walking.

### Outcomes for children are good

Children are making good progress, including those that speak English as an additional language. Older children are able to identify their name. They are beginning to link letters to sounds and proudly show authorised visitors the letters that they are beginning to write. All children are encouraged to develop good independent skills. Babies learn to feed themselves and older children manage their own outer clothing and serve themselves food. These are just some of the skills that help to prepare children for their future learning at school.

## Setting details

<b>Unique reference number</b>	EY407680
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1065503
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Alexandra Marina Byrne
<b>Registered person unique reference number</b>	RP511663
<b>Date of previous inspection</b>	18 July 2013
<b>Telephone number</b>	01992 500455

The Right Track Children's Nursery was registered in 2010 and is privately owned. It employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, this includes two members of staff who hold a qualification at level 6. The nursery opens from Monday to Friday all year round, from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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