

# Lb1 Nursery

Ohr Yisrael Synagogue, 31-33 Theobald Street, BOREHAMWOOD, Hertfordshire, WD6 4RN



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 14 May 2018    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Not applicable     |          |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- The leadership and management of the nursery are exceptional. The team has high expectations for the nursery and the children who attend. Managers and staff are passionate about their roles. They meticulously evaluate all aspects of practice to ensure the continuous improvement of the outstanding service they provide.
- Staff are extremely friendly and welcoming. The key-person system is highly effective and staff work with parents in outstanding partnerships. A vast amount of information about children's well-being is shared and practice is tailored to their needs. Children settle extremely quickly and build exceptionally close attachments with staff and their peers.
- Staff maintain comprehensive assessments of children's progress. They use precise observations of children's skills to identify accurate next steps in learning. Children across the nursery benefit from extremely enjoyable and challenging play experiences. They make exceptional progress in their development and reach their full potential.
- Teaching is inspirational. Highly qualified staff are exceptionally dedicated in providing children with stimulating activities across all areas of learning. Children choose from a wide range of remarkably well-planned adult-led activities. They learn sophisticated vocabulary, which they use with confidence to express their ideas and share thinking.

## What the setting needs to do to improve further

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

- build on the excellent links with other settings that children attend to enhance further the already exceptional continuous support for children's care and learning.

### 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 interacted with children throughout the inspection.
- The inspector completed joint observations of activities with the nursery manager, in each of the age groups.
- The inspector held a meeting with the nursery manager and with the provider. She looked at relevant documentation and evidence of the suitability, qualifications and training of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff take their duty to protect children extremely seriously. They attend safeguarding training regularly and have an excellent knowledge of the signs of abuse. Staff know the steps to follow should concerns about a child arise. Children's safety is staff's utmost priority. There are meticulous risk assessments for all of the areas used by the children, and children are inspired to learn about their personal safety. Staff are tremendously confident in their roles. They are supervised well and have meetings with the manager regularly. This helps to maintain the consistently outstanding practice. Staff use knowledge gained from training to expertly support children's excellent progress. The staff continually reflect on their practice and have high standards. They identify the capacity to build even further on the already excellent links with other settings that children attend. Leaders monitor children's progress to make sure that any gaps in learning are swiftly closed.

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

Staff plan targeted activities to promote children's learning. Children access an exceptional range of writing tools. Younger children mix colours and are inspired to draw flowers. Older children record the growth of the flowers as part of a project. Staff plan outstanding opportunities for children to play imaginatively. Children create a flower shop with signs, plants and gardening tools that are on 'sale'. They pretend to buy the items and lead planting activities. Children are confident and creative. Staff bring a 'magic' bag for younger children, who delight in exploring ways to use fabric and materials.

### Personal development, behaviour and welfare are outstanding

Staff are exceptional role models. Children are happy and comfortable and their behaviour is exemplary. They are extremely well-mannered and make friends. Children show that they care for each other and work together. For example, children of different ages explore a challenging balancing activity in the garden and provide each other with reassurance and praise to celebrate their achievements and perseverance. Staff use innovative ways to teach children about the importance of living a healthy lifestyle. Children enjoy nutritious meals and have plenty of exercise, indoors and outdoors. They rapidly develop their independence and enjoy taking responsibilities when helping staff and their peers with tasks.

### Outcomes for children are outstanding

Children show exceptional progress, given their starting points in learning. They are highly motivated, enthusiastic and very eager to learn and join in activities. For example, children of all ages thoroughly enjoy inspiring reading sessions led by staff. They access their favourite books and relate to the knowledge they gain from books as part of their play. For example, children make small, medium and large mud cakes and talk about how these will be shared in their family. They carefully measure the cakes by weight and size, showing excellent mathematical skills. Children rapidly gain the skills needed for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY499804  |
| <b>Local authority</b>                           | Hertfordshire   |
| <b>Inspection number</b>                         | 1052306   |
| <b>Type of provision</b>                         | Sessional 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 - 5   |
| <b>Total number of places</b>                    | 44  |
| <b>Number of children on roll</b>                | 60  |
| <b>Name of registered person</b>                 | Lb1 Nursery Limited   |
| <b>Registered person unique reference number</b> | RP906422  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07973 161 804   |

Lb1 Nursery registered in 2016. The nursery employs 20 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, 3 or 4. Three members of staff hold early years professional status or qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm on Monday to Thursday and from 8am to 12pm on Friday. The nursery provides funded education for children aged two, three and four years.

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