



Glebe Kids

Inspection report for early years provision

Unique Reference Number	EY295453
Inspection date	30 September 2005
Inspector	Carol Mansell

Setting Address	30 Glebe Road, Letchworth Garden City, Hertfordshire, SG6 1DR
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Telephone number

E-mail

Registered person	Glebe Kids Limited
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Type of inspection	Integrated
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Type of care	Sessional care
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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Glebe Kids opened in 2004, it previously operated as Glebe Kindergarten which opened in 1988. It operates from a large open plan room in Letchworth in Hertfordshire. A maximum of 24 children may attend the group at any one time. The pre-school is open every weekday from 09:00 to 12:00 and 12:30 to 15:30 term time only. All children have access to a secure enclosed outdoor area.

There are currently 30 children aged 2 to under 5 years on roll. Of these 8 children

receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children who speak English as an additional language, they also support a number of children with special needs.

The group employs 6 staff. 4 staff hold appropriate early years qualifications. Two member of staff are working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance (PSLA) and have Qualified Teacher (QT) input.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning the importance of healthy eating. Each week they are encouraged to bring a piece of fresh fruit for all the children to share during snack time. Various types of fruit are brought in including apples, plums, kiwi fruit, oranges and mango. Staff entice the children to try new tastes, such as the mango. They ask all children to 'try a lick'; once they have tried the lick, staff get the children to describe how it tastes. Many of the children go on to eat the piece of fruit and even ask for another piece. Staff provide many posters around the setting to reinforce the message about healthy eating and regularly discuss with the children why this is important.

Children excitedly wait for snack time when part of the setting is transformed into the 'Children's Café'. They sit at tables with clean, attractive table cloths on them. The staff help the children to pour their own drinks and provide appropriate types of drinking cups for the younger children. Staff talk to the children about the importance of having regular drinks and the children know that without them, 'it will make our head hurt'. Children confidently ask for drinks during the morning session if required. As the children in the afternoon session are older they have access to a jug and cups and independently pour drinks for themselves.

Children enthusiastically join in with a variety of physical activities. They enjoy using the garden area and excitedly join in with parachute games. They energetically join in with a session using an exercise tape called a 'sticky kids' tape. Children also recognise the need to have a drink after their exertions. Children's health and well-being is protected by the staff who adhere to stringent health and hygiene procedures that are in place.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to a vast range of toys and resources which are checked regularly to ensure that they are clean and safe. Children are actively involved with the cleaning process and understand why it is important for their health and safety. The children's independence is encouraged as they hang their coats on pegs at an appropriate height and can access all of the resources and therefore have the freedom to change the activities that have been set out by the staff if they wish. The

topic being studied by the children at present is 'journeys and transport'. Children have a clear understanding of why they need to take care when travelling on a train. They are able to explain to adults why they must not jump on the seats of the train, 'because we might fall off'. Staff reinforce the importance of staying with parents when on a journey and children accept that this will help to keep them safe.

Children's safety is cared for as staff have implemented many safety procedures within the setting, these include safety film on the door, all children to wear slippers indoors, and checks completed in the garden prior to the children using this space. They have rigorous procedures regarding the front door and ensure that the bolt is on at all times and that staff are aware of who wishes to gain access before unbolting the door. Staff have numerous policies in place to safeguard the children's well-being and they understand their duty of care to protect children from harm or neglect. However, the policy for child protection does not state what the procedures are if there were any allegations made against a member of staff. Staff also have an emergency evacuation procedure in place and although the children are beginning to learn what these procedures are, this has not been practised at the time of this inspection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settling well into the pre-school. They are beginning to follow the routine and are encouraged to find their name on the table to enable them to self-register, and they place their coats on their own peg. Staff offer additional support for the children who are new to the group and help them to complete this process. Children join in enthusiastically with the 'welcome' song; some are able to state which day of the week it is and confidently proclaim it to the rest of the group using 'very big voices'.

Many of the children sit quietly at registration and circle time. New children are given gentle reminders by the staff of what is expected of them at these times. Staff discuss the current topic with the children and extend and reinforce the things that have covered earlier in the week. For example, by using a teddy bear and his suitcase in preparation for a journey by train. Children confidently name the items he needs in his suitcase and although there are many new to the group, they feel secure enough to talk loudly and excitedly and join in with this activity.

Children boldly move around the space and access any activities they wish. They mainly play together and sometimes next to other children quite happily. Staff convert the quiet area to a train station and the children take turns to be passengers on the train. The older children work collaboratively whilst playing with the train. Their play is quite complex and they are able to enhance it from their own experiences. They choose a driver, ask for tickets, take their luggage with them and take care when getting in and out of the carriages.

Children attending the morning sessions are quite young and have moments of inappropriate behaviour, staff quickly step in to distract the children and encourage them in more positive pursuits giving their play some focus. Staff deployment is not

recorded each week and this can lead to times when staff are not fully aware of where they need to be or whether there are any areas of the room unsupervised. This needs to be reviewed so that staff are aware of their roles during the session. Staff are at present reviewing their operational plan and this area will be revised presently.

Children play imaginatively in the home corner and are able to use their own experiences to extend their play. For example, one child decides she is a mummy; another child takes the role of a dog. When it is bedtime the second child takes off her slippers and sleeps under the table. Her friend says 'goodnight dog, I'll see you in the morning'. 'It's not morning yet'. 'Doggy in the morning I'll make a birthday cake'. The 'dog' asks 'cos it's my birthday?' Mum replies 'it's September'.

The dog asks 'is it morning yet?' the reply given is 'No it's not morning yet darling'. Another child joins them and they negotiate sleeping space within the home corner.

Children show an inquisitive nature, one child who catches sight of herself in a mirror watches to see how far away she can move before her reflection disappears. She then begins to pull faces at the mirror and looks to see how her facial features move and change. Staff allow children the time, space and opportunities to explore and experiment within their play and this helps them to gain a better understanding of themselves.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress because staff as well as children are still settling in and they are taking time to get to know each other and the routine. Although staff record activities under the different areas of learning, these do not clearly identify the children observed. It is also unclear how this information is used to progress the children's development and learning. Some of the staff are building on their knowledge and understanding of the Foundation Stage and the stepping stones. Others are consolidating this knowledge by attending additional training courses.

Children show interest in a range of purposeful, first-hand activities and challenges. They have satisfactory levels of independence, curiosity, imagination and concentration and are able to explore a sufficient range of experiences which supports their development across all areas of learning. Children are becoming self-assured in their play and confident to try new experiences. Many children are beginning to use marks to represent ideas and they are able to recognise their own names. Support from staff enables children with special educational needs and those learning English as an additional language to participate fully in the activities and make progress.

Children work well together and share their time on the computer. They enjoy examining items in the explorer's box, which includes locks and keys, a periscope, kaleidoscopes, a length of elastic, magnifying glasses, and a pair of binoculars. Children are gaining confidence in using numbers in their play and are given many opportunities to count within the setting. For example, they count the children at registration time and select a 'star of the day' who ensures there are enough places

set in the 'Children's café' for each child present. The children's physical skills develop and improve through a range of experiences, including regular exercise sessions using an exercise tape. Selection as the 'star of the day' helps to raise the children's self-esteem.

Staff go through a lengthy process to find out about children's skills, interests and needs which means that it is some time before more purposeful observations can be implemented in line with the Foundation Stage. Staff have identified a few children with exceptional abilities in some areas but need to ensure that these children are encouraged to sample the delights of the many different activities available. New members of staff have looked at this and are beginning to suggest alternative ways of working to enhance the provision for all children. Staff are developing the planning and assessment systems, but these need to be clear and systematic, showing how the children are making their achievements, identifying any difficulties and showing progression over time.

Helping children make a positive contribution

The provision is good.

Children and staff from a variety of ethnic backgrounds are warmly welcomed in the pre-school. Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They take part in a range of activities designed to encourage an awareness and enjoyment of both familiar and unfamiliar festivals and celebrations, for example, Christmas, Easter, Chinese New Year and Diwali. Staff have very positive attitudes and present themselves as sensitive role models, which in turn helps children to relate to each other and gain a positive understanding of the needs of others. Children with additional needs are supported by the staff who work with parents and other agencies to ensure that the needs of the children are met. At present a staff member has mobility difficulties and although this is unfortunate for her, the situation is used in a positive way to help the children understand that some people do not walk very well. Children show their awareness by being careful when playing or moving near this member of staff. As children are unable to hold her hand they hold onto the crutch instead. This experience positively reinforces the children's understanding of difference and is an example of how staff are fostering the children's spiritual, moral, social and cultural development.

Children mainly behave well in the pre-school; they are gaining an understanding of the behaviour expectations of the staff. Some of the very young children are still testing the boundaries and behave inappropriately; this generally happens when there is a lull in the routine and the children seize the opportunity presented. Staff offer positive encouragement for the children especially for those who are still toilet training and they reward them with stickers and lots of praise and encouragement helping to raise the children's self-esteem.

Staff are building good relationships with the new parents. They provide information on the main door and notice boards to keep the parents informed of what their children are being offered during the sessions. They send letters to parents informing

them of specific events, such as, informing them of the change of leader, the introduction of the 'Children's café' and of the visit from the 'Bug man'. Staff exchange information with parents at the beginning and end of each session and they have access to the settings own website which explains the routine and group's values. This information is also given to new parents in a parent pack when their child first comes to visit the pre-school.

The partnership with parents and carers is satisfactory.

Staff are building an effective partnership with parents. Positive comments were recorded from parents regarding many aspects of the pre-school; however, some felt they were unable to extend what the children had been doing as they did not have a clear understanding of what their children had been experiencing. Staff need to actively seek information from parents regarding their children's needs and interests before the children start at the setting. This information could then be refreshed on a regular basis as this will help to inform the staff of the children's interests, abilities and progression. A more formal system to gain information from parents, and ensuring that they are fully informed of how their children are progressing and developing, will enhance the experience for both the parents and their children.

Organisation

The organisation is good.

Children mainly feel at ease in the warm and friendly environment. They are learning the routine and interact well with the staff and other children. Staff are aware of the need to take care when allowing students into the placement and take appropriate steps to ensure the children are protected from harm. Staff attend regular meetings; some of these are planning meetings for nursery education and ensures all staff have opportunities to be actively involved with the planning. They plan the themes and activities and include this information on the wall for parents. As some of the staff members are new to the group, regular staff meetings ensure they are settling in well and help to give opportunities to reflect on the pre-school and to see whether any changes are necessary.

Staff and management have devised and implemented an appropriate induction programme and comprehensive policies and procedures work to keep children healthy and safeguard their welfare. These documents are also available to parents. Staff have an awareness of the National Standards and 'Birth to three matters' framework. They are enhancing this understanding by accessing training to improve both their own practice and the provision for the children. Staff are aware of the need to maintain the required ratios and this is given high priority, to ensure that the needs of the children are met.

The leadership and management are satisfactory. Management have a clear vision for the nursery education with a focus on the personal development and achievements of the children. They have identified and improved many areas and need to build on this to devise effective monitoring and evaluation systems that clearly show the progression the children have made to further enhance the children's learning. A more systematic approach to recording staff deployment will

ensure that all areas of the setting are supervised and will enhance the provision particularly for the younger children.

Improvements since the last inspection

Not applicable as this is the first inspection since registration.

Complaints since the last inspection

There have been no complaints made against this provider

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure there are written procedures for allegations of abuse made against a member of staff or a volunteer and ensure emergency evacuation procedures are practised by everyone to keep children safe at all times, especially as there are new children and staff within the setting

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- seek the views of parents and value their observations about their children's learning; and encourage parents to play an active role in their children's learning by extending the activities at home
- devise effective regular assessments, monitoring and evaluation systems that clearly identify children's achievements, any learning difficulties they may have and show progression the children have made to enhance the children's learning.

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Glebe Kids

Inspection report for early years provision

Unique reference number

EY295453

Inspection date

09/11/2009

Inspector

Susan Ennis

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Glebe Kids registered in 2005 and operates from two self-contained buildings in a residential area of Letchworth, Hertfordshire. Both buildings have fully enclosed, secure outdoor play areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children in the early age group may attend the setting at any one time and there are currently 76 children in this age range on roll. The setting is open from 9:00am to 3.30pm five days a week, during school term time only. The morning session is from 9:00am to 12:00pm with Lunch Club from 12:00pm to 1:00pm. The afternoon session is from 12:30pm to 3.30pm with themed afternoon play sessions from 1:00pm to 3:00pm. Children are able to attend a variety of sessions. The setting offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language. The setting also offers the flexible funding scheme for funded three and four year olds.

The setting employs 10 members of staff, seven of whom hold early years qualifications and two of whom are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which children thrive. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff build excellent relationships with the parents and carers and keep them well informed about their child's development and the day to day running of the setting. Senior staff lead a culture of reflective practice where all staff work together, to review the settings strengths and areas for improvement and are committed to continuous improvement for all children and families in their care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of starting points to more efficiently assess where children are in their development and to plan for their next stage of learning
- develop further the use of observations, assessments and planning to meet the individual needs of the children, plan their next steps and identify areas of concern or further challenge
- develop further the relationships with others involved in the children's lives promoting consistency of care and developmental progress.

The effectiveness of leadership and management of the early years provision

The knowledge and enthusiasm of the senior staff ensures that all aspects of the provision are well led. The effective implementation of the setting's comprehensive policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. For example, there are robust procedures in place for checking staff are suitable to work with the children and a rolling program of training to further increase their childcare knowledge. Staff also have an appropriate knowledge of the procedures to follow relating to safeguarding children ensuring their welfare is promoted and that they are fully protected at all times. Children are able to move confidently around the setting because staff take effective steps to minimise the hazards. They carry out daily safety checks of the premises and outside play areas and complete comprehensive risk assessments at least once a year. Ongoing explanations from staff help the children to gain a good understanding of safety issues, such as learning why it is important to climb the slide from the right side and why it is safer to walk when inside rather than to run.

Staff show a genuine desire to promote the best care and opportunities for the children. The ongoing monitoring and reflective practice in place helps to highlight their strengths and areas for improvement. They use feedback from staff meetings, action plans and parent questionnaires to implement changes to further improve the outcomes for children. For example, notices were moved so that they were more convenient for the parents to see. Also an open day was held in the nursery building for the parents of pre-school children moving over to the nursery room before the children actually moved following feedback from parents who wanted to meet the staff before transition.

The setting effectively and actively promotes equality and diversity enabling them to offer a service that is inclusive for all children and their families. The staff know the children very well and gain a thorough understanding of each child's background and needs. All children are well integrated and their development in relation to their starting points is good. The setting effectively helps the children learn and understand the society in which they live, for example, introducing sign language into the daily routine, providing resources such as books and puzzles reflecting positive images and celebrating festivals including Diwali and Bonfire night.

Children's individual development is effectively promoted because the setting has good procedures in place to support, monitor and evaluate their progress. The wide and interesting range of available resources are enthusiastically used and the inclusive child-friendly environment is conducive to children's learning. For example, low-level labelled storage encourages the children to freely choose what to play with and child-sized furniture ensures that they can sit comfortably while they play and learn. The setting actively plans their ongoing sustainability by offering flexible attendance arrangements to meet the childcare needs of more families and by using community projects such as the toy and book libraries.

The setting's dedication to maintaining trusting and professional relationships with parents ensures that children are consistently cared for and that parents are fully informed about the ethos of the setting and their good working practice. A comprehensive and user friendly website containing all the setting's policies, procedures and, for example, news letter enables parents to easily find all the relevant information they may need whilst reducing the effect on the environment. Hard copies are available for those without internet access. Parents are continually informed about their child's development through ongoing interaction with staff and parent consultations which are regularly held throughout the year keeping them fully involved in their child's learning.

Wider partnership working is developing as the setting is building trusting and professional relationships with the local school and other settings in the area. They share relevant information where possible and work effectively to provide a consistent quality of care for the children. However, further improvement is required to build relationships with other carers involved in the children's lives.

The quality and standards of the early years provision and outcomes for children

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Useful information is gained from parents about children's home lives, their position in the family and their likes and dislikes. However, little information is gained regarding the children's developmental progress. Also as this information is not used immediately to feed into children's initial assessments areas of concern or for further challenge may not be highlighted. Staff get to know the children well and use this information to plan activities linking to their preferences. When younger children show an interest in space staff read them the story 'Whatever next' and provide props such as boxes and a colander like the teddy in the story uses to visit space. Staff extend the activity and the children's creative skills by encouraging them to make rockets and a space landscape where they enjoy gluing pieces of newspaper to stick on. Some experience the sensation of squeezing the glue through their hands which they have also covered in glue. As the activity is so thoroughly enjoyed by the children staff use their flexible planning to carry the resources over to the following week where children further demonstrate their imagination skills by using one of the boxes as a car to go and buy 'cakes'. Staff record children's attainments through use of visual and recorded observations and assessments. However, as these are not always kept up to date, areas of progression and children's next steps are not quickly identified and therefore children's development is not optimally promoted.

Children's learning is actively encouraged through focused activities as well as spontaneous free play. When staff notice that children are putting small items from around the nursery into bags they decide to convert the home corner into a grocery shop. They fill it with items and baskets so that the children can shop for the food of their choice. They use their good childcare knowledge to extend the children's thinking by asking them what they are shopping for and the children use their imagination skills and resourcefulness by using the equipment to go for

picnics and have their friends round for tea. Children's emotional development progresses as they talk about what makes them happy and sad, holding up sad and happy faces to express how they feel and some saying 'when my friends give me a cuddle it makes me happy'. They then use their information technology skills to take photographs of themselves and their friends to display on the wall. Their knowledge and understanding of the world is actively developing as they nurture butterflies and stick insects from eggs and participate in holding the stick insects learning to be very gentle as they do so.

Children enjoy their time at the setting, forging friendly relationships with the staff and each other. Show and tell sessions encourage their self-esteem and confidence and they fully participate in conversations about, for example, their own experiences of Halloween when they inform the group that they were dressed up as a 'Human pumpkin.' Their behaviour is good as they learn the setting's rules with the staff, who act as positive role models, supporting them to make the right choices.

Children's health is exceptionally well promoted as staff encourage their understanding of maintaining a healthy lifestyle. They learn how their bodies react to physical exertion as they participate in exercise and music and movement activities feeling their hearts beating and talking about their growing muscles. They also learn about their own body's needs as they are asked at circle time 'what do we do when we're thirsty?' to which they confidently reply 'get a drink.' Their understanding of healthy eating is comprehensively encouraged as they grow vegetables such as beetroot and radishes in the garden and then try them for snack. They also actively participate in hollowing out a pumpkin to make soup for everyone and look forward to the weekly cooking sessions. Their independence is developed as they choose when to have snack, pouring their own drinks and helping to cut up the fruit.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

Inspection date

23 April 2015

Previous inspection date

9 November 2009

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

Summary of key findings for parents

This provision is good

- Practitioners work closely with parents. They give them comprehensive details about the setting and share children's settling-in experiences. They effectively gather information to determine children's care and developmental stage. Consequently, practitioners focus on children's individual interests and learning needs from the onset.
- Practitioners work closely with other professionals that children have contact with. This is particularly evident in the effective provision of support for children with special educational needs and/or disabilities.
- Managers are motivated and strive to provide high-quality childcare and education. Practitioners are well qualified and access a variety of training courses, which enhances their already good knowledge and understanding of how children learn. Consequently, they continue to enhance children's learning experiences.
- Practitioners provide age- and developmentally-appropriate activities for all children. They teach using suitable resources that reflect the age of the children within the different groups. Consequently, children make good progress.

It is not yet outstanding because:

- Practitioners do not always have a precise awareness of children's level of engagement during self-chosen play. Consequently, children are not always actively occupied to maximise their learning opportunities.
- Practitioners do not always use a wide range of questioning techniques to prompt children to predict outcomes before they investigate and experiment. As a result, children's learning is not optimised.

What the setting needs to do to improve further

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

- enhance the already effective deployment of practitioners, specifically during child-initiated play, in order to enhance children's learning through meaningful activities to promote excellent progress in all areas of development
- increase the use of open-ended questions to allow further opportunities for children to predict outcomes and solve problems to fully extend their learning as they experiment and investigate.

Inspection activities

- The inspector observed activities in both buildings and outside areas and spoke to practitioners and children at appropriate times during the inspection.
- The inspector met with managers at appropriate times.
- The inspector looked at assessment records, planning documentation, evidence of the suitability of practitioners to work with children and a range of other documentation, including risk assessments and safeguarding procedures.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out joint observations with supervisors from each building.

Inspector

Katrina Rodden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Practitioners skilfully incorporate children's interests in the activities they plan. For example, children enthusiastically follow a practitioner as they search for a hidden teddy. They cross stepping stones and crawl through a tunnel, supporting their physical development well. Children use their imagination as they pull up their trouser legs, while pretending to cross some water. Practitioners teach children to recognise sounds from the phonetic alphabet. They sit in a circle while practitioners encourage them to listen to each other. This helps to prepare children for their subsequent move to school. Practitioners effectively support children who speak English as an additional language. They use sign language and keywords to communicate their feelings and needs. Although all groups of children make good progress, there is scope for practitioners to further support children to make exceptional progress. There are occasionally short periods of time where practitioners are not fully aware of the levels of engagement children have during self-initiated play. Consequently, children are not always fully engaged in meaningful learning. In addition, practitioners do not always use a wide variety of questioning techniques to encourage children to predict outcomes as they experiment. As a result, learning is not fully maximised.

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

Practitioners provide a warm and welcoming environment for children to learn in. There is an effective key-person system, which enables children to quickly build up a trusting relationship with practitioners. The routine within the setting incorporates a rotation system so that practitioners spend time in each building. Consequently, children recognise and are known by all practitioners, which helps children to feel secure. Children have the opportunity to choose either milk or water to drink with their nutritious snack. They enjoy helping practitioners wash their plates and cups up afterwards. Practitioners teach children to wash their hands before eating and after using the toilet. Consequently, children begin to understand good hygiene routines.

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

Managers effectively implement all areas of the Early Years Foundation Stage. They meet with practitioners on a regular basis, ensuring policies are consistently followed and that any issues are addressed. Managers and practitioners understand and follow the effective safeguarding procedures. Providers follow robust recruitment procedures and ensure all practitioners are suitably qualified to work with children. Practitioners understand the importance of keeping the buildings and outside areas safe and secure. They make daily checks of all areas, minimising hazards. Managers regularly monitor children's progress so that any gaps in children's development are quickly addressed. Managers value the regular feedback obtained from parents and other professionals. They review the self-evaluation records and effectively implement any identified improvements. For example, a peer mentoring and observation system has been introduced, enhancing service delivery.

Setting details

Unique reference number	EY295453
Local authority	Hertfordshire
Inspection number	861541
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	44
Number of children on roll	73
Name of provider	Glebe Kids Limited
Date of previous inspection	9 November 2009
Telephone number	01462 686683

Glebe Kids registered in 2005 and operates in Letchworth, Hertfordshire. The setting is open from 8.30am to 3.30pm five days a week, during school term time only. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting also provides funded education for two-, three- and four-year- old children. The setting employs 10 childcare practitioners, eight of whom hold early years qualifications at level 2, 3 or above.

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Inspection date

21 September 2017

Previous inspection date

23 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 have good partnerships with parents and carers. They regularly share information that supports children's learning. Staff effectively guide and encourage parents to extend their children's learning at home and parents speak highly of the staff team.
- Staff place a sharp focus on children's communication and language development in all activities and experiences. They are successful role models, introducing children to a wide range of new vocabulary, such as during story time and small-group times.
- Children's physical development is promoted well. Staff provide opportunities for them to enjoy fresh air and exercise in the outdoor areas on a daily basis. In addition to this, children take part in regular outings, such as local woodland walks and trips to the farm.
- The well-established staff team implements the early years foundation stage framework effectively. The ongoing support from the management team for staff to develop their skills, is positive. Staff attend training sessions and return with new and innovative teaching ideas that promote further knowledge and understanding of all staff.
- The environment is warm and welcoming. Activities are stimulating and interesting and children are motivated and eager to join in.

It is not yet outstanding because:

- Sometimes staff do not recognise when to adjust their teaching to present even more challenge for the most able children.
- On occasions, staff do not make full use of opportunities to teach children about their personal safety.

What the setting needs to do to improve further

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

- adapt teaching to provide further challenge for the most able children
- make better use of opportunities for children to develop their understanding of personal safety.

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 and evaluated the quality of teaching.
- The inspector held a meeting with the nursery manager and owner. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The staff team works well together and their commitment to continuous professional development is having a positive impact on their quality of teaching. The management and staff team work together to evaluate the nursery as a whole. They continually plan improvements that support children to make good progress through regular supervision and appraisal meetings. Safeguarding is effective. Staff demonstrate a good knowledge and understanding of the nursery policies and know the procedures to follow if they have concerns about a child. Staff work closely with other early years providers and professionals to support children and their families. They regularly share information and ideas to ensure that children's individual needs are consistently identified and met.

Quality of teaching, learning and assessment is good

Children spend their time purposefully. They engage happily in a wide range of activities that interests them. For example, children develop their mathematical awareness as they play fun games with staff in the outside area. They quickly identify numbers and shapes and smile confidently as staff praise them. Children's imaginations are promoted well. They combine dinosaur figures with foam and make up their own ideas about what the dinosaurs are doing with effective staff support and encouragement. Staff successfully assess and track children's progress. They ensure that assessment information is gathered from looking at what children already know and what they can do. They plan well for children's next steps in learning and incorporate these next steps into stimulating activities that children enjoy.

Personal development, behaviour and welfare are good

Staff promote good opportunities for children to develop awareness of good health and hygiene and children are provided with healthy snacks. Children are becoming highly independent. For example, children cut their fruit snacks and pour their drinks with confidence. Staff manage children's behaviour well. They encourage children to share and take turns and learn about the importance of being kind to their friends with regular discussions, such as during group activities. Young children develop awareness of appropriate behaviour. Staff support them as they prepare for a new pet to arrive at the nursery. They talk about the small guinea pig, as they prepare the hutch with straw, identifying that they must be gentle and quiet when it arrives.

Outcomes for children are good

All children, including those who speak English as an additional language, are making effective progress in their learning, given their starting points and capabilities. Staff plan activities and experiences that children enjoy and engage in. This supports the closing of potential gaps between the achievements of groups, including those for whom the nursery receives additional funding. All children are acquiring the key skills they need for future learning. Children develop strong bonds and attachments with key staff. They build firm friendships with others and demonstrate that they are happy and feel secure.

Setting details

Unique reference number	EY295453
Local authority	Hertfordshire
Inspection number	1092126
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	44
Number of children on roll	43
Name of registered person	Glebe Kids Limited
Registered person unique reference number	RP525088
Date of previous inspection	23 April 2015
Telephone number	01462 686683

Glebe Kids registered in 2005. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, from 8am until 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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Inspection of Glebe Kids

30 Glebe Road, Letchworth Garden City, Hertfordshire SG6 1DR

Inspection date: 13 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

All children benefit exceptionally well from attending this caring and nurturing setting, where staff are highly effective at prioritising and meeting children's individual needs. They develop into the special and unique individuals that they are. Children are confident and show that they feel very safe and secure. They are completely content in their surroundings due to the excellent relationships they have with staff. Younger children laugh with delight as they make funny faces in the mirror. Staff immediately use this opportunity to build on children's understanding of their own and other's emotions. Children know what staff expect of them from an early age, and their behaviour is exemplary.

The richly resourced and highly inviting environment motivates children to be deeply engaged in their chosen play. Older children are extremely imaginative. They share their interest in space with their friends and pretend to walk on the moon and search for treasure. Children thoroughly enjoy their time in the cosy reading shed. They show an exceptional love of books throughout the setting. Children benefit from high-quality interactions from staff, who instinctively follow children's desire to learn. They work out how to secure different lengths of tubing together to enable water to flow from one end to another without any leaks. Children use tools to crush coloured chinks to recreate what they have learned about volcanos and lava. They experiment how the consistency of chalk changes when they add water and lemon juice. Children are active writers and make predictions and comparisons to solve complex mathematical problems.

What does the early years setting do well and what does it need to do better?

- Children are at the heart of everything the staff do. They thrive at this setting and learn what they need to be successful in their future. Staff have an excellent understanding of what each child knows and needs to learn next. They use this information to plan activities carefully to help children achieve the next steps in their learning. This means that children make exceptional progress.
- Children behave impeccably. Staff support children to identify their emotions and talk to them about the reasons they might feel like this. They teach children many important social skills, such as turn-taking. This means that children play harmoniously with each other, and older children successfully regulate their own behaviour.
- The manager is incredibly dedicated to her role and provides exceptional professional development opportunities for staff to consistently ensure best practice. She completes identified targeted training herself, before her staff, to ensure it is of the highest quality. This also enables her to support staff in what they learn to implement excellent practice.
- Children's communication and language skills are outstanding. All staff have

received specialist training to effectively support children to be articulate and expressive communicators. They share their knowledge with staff at other settings to support outcomes for other children. Younger children ask inquisitive questions, and older children are taught the meaning of new words to build on what they know about life cycles, such as 'proboscis' and 'metamorphosis'.

- The needs of children who have special educational needs and/or disabilities are quickly identified. The skilled staff team puts instant support in place in partnership with parents and external professionals. They ensure that children who may be falling behind in any aspect of learning benefit from early intervention. This means that they make very good progress in relation to their starting points.
- Staff's well-being is high on the manager's agenda, and staff feel cared for and valued. They are enthusiastic and proud of their roles and often enjoy long careers at this setting. Staff explain how they regard the team as an extension of their own 'family'. The manager speaks highly of her staff, who she values enormously.
- Parents are overwhelmingly positive about the setting. They welcome the excellent communication they receive from staff that ensures they are fully involved in every aspect of their children's learning. Parents describe the staff team as 'incredible', where they provide children with wonderful experiences. They receive a wealth of innovative ideas to continue to support their children's learning at home. Staff warmly welcome parents and children's extended family into the setting for regular events, where children proudly show them what they enjoy and are learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update their safeguarding training. They are highly confident in identifying the signs of abuse and neglect and know to report any concerns that they might have without delay. The manager has an excellent understanding of safeguarding procedures and knows where to go for further support. She keeps herself updated with current safeguarding concerns within the local community and meticulously monitors the premises daily to check for any potential risks. Robust procedures are in place to recruit staff and to ensure their ongoing suitability. Staff teach children how to assess risks and keep themselves safe. For example, children learn how to stay safe in the sun and when they climb trees.

Setting details

Unique reference number	EY295453
Local authority	Hertfordshire
Inspection number	10280049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	60
Number of children on roll	75
Name of registered person	Glebe Kids Limited
Registered person unique reference number	RP525088
Telephone number	01462 686683
Date of previous inspection	21 September 2017

Information about this early years setting

Glebe Kids registered in 2005. The setting is open from 8am until 3pm, term time only. There are 16 staff members who work directly with the children. Of these, one holds qualified teacher status and 10 hold a relevant childcare qualification at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during indoor and outdoor activities. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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