

# Inspection of Tilbury Nursery

United Reformed Church, Darkes Lane, POTTERS BAR, Hertfordshire EN6 1BZ

---

Inspection date: 23 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at the setting. They arrive enthusiastically and hang up their coats independently before saying goodbye to their parents. Children learn about how things grow and change over time. For instance, the oldest children look at the differences between living and dying plants. This helps them to understand about the world around them.

Children develop their physical skills. They share bicycles and wheeled toys with one another. They work together to make the wheeled toys move. Children follow instructions, such as ensuring that they all ride in the same direction. This develops their understanding of how to move around the space safely.

Children received strong support during local lockdowns due to the COVID-19 pandemic. For instance, they watched online lessons and participated in online yoga sessions at home. These were led by the staff team. They engaged in conversations with staff about where they live as they were spending more time at home. Children of key workers returned to the setting first. They built on their home learning experiences. For instance, they helped to build a large home for bugs in the garden. As a result, children made connections between their learning experiences. Gaps in their learning due to the COVID-19 pandemic were minimal.

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

- Parents speak very highly of the staff. They talk to staff about their children before joining the nursery. This helps staff to identify children's interests and initial starting points. Staff monitor children's progress and discuss this with the manager regularly. This helps them to identify those children who may have specific needs. The manager uses additional funding that the setting receives to provide targeted support to those children who need it most.
- Staff focus on children's emotional development. The deputy manager has completed specific training to support children. She shares her knowledge with the wider staff team so that all children can benefit. Children identify how they are feeling when they arrive in the morning. They talk about what has happened during the day if their feelings change. This helps children to become aware of their own feelings and how others around them feel.
- Children learn to communicate effectively. Older children talk confidently in groups. Staff encourage all children to share their thoughts and ideas. This helps staff to assess children's knowledge and understanding of what they are teaching. Staff encourage children to use a range of vocabulary. For instance, they ask them to think of different ways to describe the petals on a flower. Children respond by telling their friends that the petals are 'crinkly'.
- The manager provides staff with training and support in their roles. She has a

robust recruitment process to ensure that staff are suitable. The members of the committee are actively involved. They provide the manager with annual appraisals and support her with any issues that arise. For example, the manager and chairperson work together with the church to ensure that the garden area is safe and secure.

- Staff know what they want children to learn. However, the support that staff provide to the youngest children during the session is not always effective enough. For example, some younger children lose interest in planned group activities and move to an activity of their own choosing. Children are left to explore this activity by themselves without the benefit of adult input. As a result, younger children cannot always make the most of the learning opportunities on offer.
- Children have access to a wide range of books. Staff encourage children to select books independently. However, children do not always have enough time to look at the books they choose. For instance, the older children look at books while waiting for their friends to finish snack. Some children just start looking at a book and then it is time to tidy away and move on to the next activity. This means that not all children have the opportunity to develop a deep love of books and reading at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a strong understanding of their roles and responsibilities to keep children safe. They complete regular safeguarding training. The manager checks their knowledge frequently, such as during their regular staff meetings. Staff recognise the possible signs that a child may be at risk of exposure to extreme views and behaviour. The manager has established strong professional relationships with the local authority. She liaises with them regularly, sharing relevant information. Staff understand how to raise concerns regarding their colleagues. They are confident in the process to follow should they need to escalate their concerns further.

## **What does the setting need to do to improve?**

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

- adapt activities and session routines so that staff can fully support the youngest children to make the most of their learning opportunities
- make better use of opportunities during the session for children to engage fully in stories and develop a love of books and reading.

## Setting details

<b>Unique reference number</b>	130596
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127315
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Potters Bar United Reformed Church Nursery Committee
<b>Registered person unique reference number</b>	RP903619
<b>Telephone number</b>	07443628586
<b>Date of previous inspection</b>	20 November 2014

## Information about this early years setting

Tilbury Nursery registered in 1993 on the Early Years Register. The nursery opens Monday to Friday, during term time only. A range of sessions are available from 9am to 3pm. The nursery employs 12 members of childcare staff. Of these, eight members of staff hold appropriate qualifications at level 2 or level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Hardy

## 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 their evaluation of the provider.
- The inspector undertook a learning walk with the manager and deputy manager. They discussed the curriculum and considered the impact of this on children's learning.
- The manager and inspector jointly observed staff member's interactions with children. They discussed how staff support children's learning and development.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection. She took their views into consideration.
- The inspector viewed staff suitability documents and suitability information for committee members.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022