

Inspection of Lb1 Nursery

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

Inspection date: 22 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Leaders and staff welcome children into this wonderful nursery to enthusiastically get them ready for their day. Children benefit from responsive interactions with staff and have formed secure relationships. Staff support children with confidence in wiping their own noses, developing a sense of self-care. They pride themselves on building strong bonds with children and create 'All About Me' books to help children settle into nursery.

Children excitedly explore their physical skills. They have opportunities to practise running, hopping and skipping. Children energetically take part in ring games to challenge their physical capabilities and develop confidence. Staff positively lead yoga sessions and reassure children, sharing positive affirmations. These experiences help children to build and manage their feelings.

Leaders and staff apply high expectations of boundaries and support all children to show care and respect for one another. For example, children demonstrate turn-taking on a slide and wait for another child to slide down before patiently taking their turn. Staff are role models and encourage children to make their own choices and develop positive attitudes to learning. Children eagerly find their own outdoor coats and happily demonstrate putting these on, ready to go out to play.

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

- The leaders and manager have a positive and clear view of the curriculum. They help children to understand care and kindness to support their well-being, as well as to understand their differences. Staff know children well and make them feel secure with an established key-person system. Children are supported to be independent learners. They confidently wipe their own noses and dispose of their own tissues, demonstrating a good understanding of effective hygiene practices.
- Children are provided with various physical experiences. They show deep concentration when practising their balancing skills. For example, children play on balance boards to test their balancing and build their core strength. Staff interact with children enthusiastically and celebrate their success.
- The special educational needs coordinator works in partnership with other professionals to ensure that delays in children's development are identified and to establish effective strategies. There is a significant focus on promoting children's communication and language development. This helps children to receive additional support they are entitled to.
- Overall, staff support children in their interests. They extend children's learning and understand how to move them on in their development. Staff encourage children to learn during group times. However, staff do not always ensure that

group times fully maintain children's focus so that they get the most out of their learning.

- Parents give positive feedback about the nursery and have regular opportunities to share what they think about the provision. They feel that communication is a real strength and that they receive consistent updates about their child's development and learning. Parents state that they know their child's key person well and there are great efforts made to ensure that key persons build secure relationships with children. The manager and staff prioritise finding ways for families to support children's learning at home.
- Children are confident to interact with adults during their play. Staff prepare a range of activities linked to transport and animals, reflecting children's current interests. Children confidently share what they are thinking and actively discuss their knowledge. For example, as they wash toy dinosaurs with sponges, soap and water, they talk about how they can make more space for more toys to be washed. Children express that they can 'take some out' once each toy has been washed, to then be able to wash more. This gives children opportunities to express themselves and to problem-solve.
- Staff report that they feel well supported by the leaders and manager. The manager ensures that the well-being of staff is prioritised and they develop the provision. Staff have opportunities to discuss their professional development and reflect on their own well-being and practice regularly. This helps staff to feel valued at work.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- adapt the management of group activities to ensure that they fully maintain children's focus and children get the most out of their learning during these times.

Setting details

Unique reference number	EY499804
Local authority	Hertfordshire
Inspection number	10316831
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	44
Number of children on roll	32
Name of registered person	Lb1 Nursery Limited
Registered person unique reference number	RP906422
Telephone number	07968149585
Date of previous inspection	14 May 2018

Information about this early years setting

Lb1 Nursery registered in 2016. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday term time only. Sessions are from 8am to 6pm Monday to Thursday and from 8am to midday Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Courtney McAllister

Inspection activities

- This was the first routine inspection the nursery 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector took account of parents' views during the inspection.

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.

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