# Heirs and Graces Day Nursery (Tring) Ltd

Florence House, 2 Christchurch Road, Tring, Hertfordshire, HP23 4EE

---

**Inspection date** 21 July 2017  
**Previous inspection date** 4 March 2014

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Good</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous inspection:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of the leadership and management</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

## Summary of key findings for parents

**This provision is good**

- The management team actively seeks and acts on the views of children, staff and parents to develop the nursery further. Staff’s individual reflective diaries are very effective in strengthening the quality of teaching and experiences for children. These complement staff’s regular supervision meetings and good training opportunities.

- Children positively benefit from being in mixed age groups in the inviting and stimulating outdoor areas for part of the day. They build secure relationships with each other and with all staff. For example, children laugh with delight as they play a game of hide and seek with their key person.

- Staff plan interesting activities based on children’s individual interests. Children are inquisitive and express an interest in the planned imminent building work to further enhance the nursery. Children dress up as builders and use their vivid imagination well as they pretend to build walls with foam bricks and develop good control and coordination as they handle tools skilfully.

**It is not yet outstanding because:**

- Staff do not share precise information about children's ongoing achievements with staff from other settings that they attend to fully support their continuity of learning.

- Although staff work well in partnership with parents, they do not obtain detailed enough information about children's learning on entry to fully support planning from the outset.
What the setting needs to do to improve further

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

- strengthen partnerships with staff from other settings that children attend so that more precise information about children's achievements is shared to fully support continuity of learning.
- extend the level of initial information obtained from parents to plan more precisely for children's continued progress from the outset.

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, children and visiting professionals at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and discussed the nursery's self-evaluation process.
- The inspector held a meeting with the manager and 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. The management team and staff are very aware of the procedures for identifying and responding to any concerns about a child’s welfare. Children's safety is at the heart of all staff, who consistently follow robust procedures and conduct thorough risk assessments. The manager monitors children's progress thoroughly and takes swift action to address any gaps in their learning. Parents speak very highly of the nursery. They appreciate the regular updates they receive about their children's progress and ideas to extend their children's learning at home. Parents describe staff as, 'Very warm and affectionate'.

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

All children are motivated and inquisitive learners. They engage in challenging activities with enthusiasm in the welcoming nursery. Older children work out, through trial and error, how to join plastic tubes together in different arrangements. They experiment with how fast the water flows through each tube when positioned at different heights. Babies enjoy a wide range of sensory experiences. For instance, they sit on a shiny sheet and move their legs backwards and forwards in excitement to make a scrunching sound and explore coloured light pots with their hands. Staff skilfully help babies link words to actions. Younger children express fascination in a ladybird that they find in the garden and staff enhance their understanding of living things and the natural world effectively. Staff intuitively respond to children's play as they recall visits to the beach while playing with the sand.

**Personal development, behaviour and welfare are good**

Children behave well and demonstrate that they are happy. For example, during group time they patiently wait for their turn to speak and show very good levels of self-confidence as they talk about how they feel about moving on to school. Staff place a strong emphasis on sensitively supporting children through changes in their lives. Children eagerly help to carry out age-appropriate tasks. For instance, they help to tidy away the activities they have been playing with. Children develop good physical skills. For example, older children persevere at balancing beanbags on different parts of their body. Younger children climb on large apparatus in the garden and learn to assess their own risks, under the close supervision of staff. Babies develop strength in their legs in preparation for walking.

**Outcomes for children are good**

All children make good progress in relation to their starting points. For instance, older children write their own name and learn to link letters to sounds. They independently manage their own personal needs and solve mathematical problems. For example, they work out how many months away their birthdays are from each other. Children gain the necessary skills needed to help prepare them for their future learning at school.
**Setting details**

<table>
<thead>
<tr>
<th>Setting details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unique reference number</strong></td>
<td>EY319588</td>
</tr>
<tr>
<td><strong>Local authority</strong></td>
<td>Hertfordshire</td>
</tr>
<tr>
<td><strong>Inspection number</strong></td>
<td>1087989</td>
</tr>
<tr>
<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
</tr>
<tr>
<td><strong>Day care type</strong></td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td><strong>Registers</strong></td>
<td>Early Years Register</td>
</tr>
<tr>
<td><strong>Age range of children</strong></td>
<td>0 - 4</td>
</tr>
<tr>
<td><strong>Total number of places</strong></td>
<td>48</td>
</tr>
<tr>
<td><strong>Number of children on roll</strong></td>
<td>116</td>
</tr>
<tr>
<td><strong>Name of registered person</strong></td>
<td>Heirs and Graces (TRING) LTD</td>
</tr>
<tr>
<td><strong>Registered person unique reference number</strong></td>
<td>RP526014</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>4 March 2014</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>01442891818</td>
</tr>
</tbody>
</table>

Heirs and Graces Day Nursery (Tring) Ltd registered in 2006. It employs 29 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from 7.30am until 6pm, Monday to Friday, for 49 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance ‘Complaints procedure: raising concerns and making complaints about Ofsted’, which is available from Ofsted’s website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.
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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017