

# Inspection of Tots And Scholars

Church Of The Good Shepherd, Shenleybury, Shenley, Radlett, Hertfordshire WD7 9DH

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Inspection date: 26 October 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children thrive in this high-quality, child-orientated environment. They are highly motivated and eager to take part in a wealth of stimulating activities, which capture their interest and imagination. Children move very confidently between outstanding learning areas and make their own choices. Their learning is supported exceptionally well by the highly motivated staff team. Older children listen attentively and become engrossed in activities. They hear extensive new vocabulary, such as 'aroma', when they mix coffee beans with water. They quickly learn what this means and use the word as they smell the coffee. Younger children enjoy listening to staff enthusiastically perform well-loved stories. They squeal with delight as a sheet cover is put over them and then pulled off their heads.

Top priority is given to children's health and well-being. All children spend considerable amounts of the day outdoors. Staff encourage children to use their arms in big movements. Children skilfully pull themselves up the ladder on the slide, make large marks with water on brushes and use rotary whisks inside a pumpkin. The highly knowledgeable staff know children need to build strong arm muscles to help develop the physical skills they need for writing in their future education. Children quickly learn how to keep themselves and others safe. They expertly recognise any potential hazards in the environment and work out how these can be minimised. Children demonstrate an exceptionally strong sense of belonging at the nursery and their behaviour is excellent.

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

- During the COVID-19 pandemic, dedicated staff recorded story and singing times, which were sent to children at home. Learning resources were also distributed to support children's ongoing learning. This wonderful contact helped to maintain children's secure attachments with staff in the nursery. Consequently, children have quickly adjusted to being back to their routine and the excellent progress they make has been maintained.
- The truly inspired provider, manager and staff have the highest ambition for every child to develop a love of learning and achieve to the best of their abilities. They have put in place a curriculum that inspires children to learn. Every learning opportunity is meticulously planned around children's needs and interests. The impact of this is superbly demonstrated by seeing children absorb themselves in play and exploration.
- Staff use their detailed knowledge of every child to plan the next steps in children's learning. There are excellent systems in place to monitor children's development. This ensures that all children are extremely well prepared for the next stage of education. All children, including those who speak English as an additional language and those in receipt of additional funding, make superb

progress.

- Staff skilfully support children's early mathematical development through everyday activities. Older children quickly learn how to estimate and compare, such as when filling up different-sized containers. Staff ensure that songs and rhymes feature heavily throughout the day. Babies and toddlers readily join in, attempting to count or listening to the order of numbers during favourite songs.
- Staff have the highest desire for children to develop a love of books. The book area is superbly arranged to entice children to look at books independently or to share stories with staff. Books, leaflets and words strategically placed in other areas encourage children to find information. Staff expertly use these tools to enable children to understand how the text links to their activity.
- Parents are enthusiastic and eager to share their experiences of the nursery and are wholly complimentary in their praise of the managers and staff. Parents say they receive excellent communication from staff about their children's learning. Staff listen to parents, value their input and see them as partners. They give them constant support and ideas of how to complement their children's learning at home.
- The provider and her management team use robust recruitment and selection procedures effectively. They carefully identify and employ staff who are suitable and share their vision for high-quality care and education. Staff speak highly of the detailed induction process and how it helps them settle into their roles. Staff benefit from regular constructive feedback about their practice and receive encouragement and coaching that further inspires them. Staff report that they are expertly supported to manage their workload and that their well-being is of the highest priority to the managers.

## Safeguarding

The arrangements for safeguarding are effective.

All staff and managers demonstrate extensive knowledge of how to safeguard children. The safeguarding policies and procedures are very well understood. As a result, staff are highly confident in what they must do, should they have any concerns about children's well-being or the conduct of their colleagues. Staff demonstrate a clear understanding of when children may be influenced by radical or extremist views. They know how to quickly report these concerns to relevant safeguarding agencies. Regular, high-quality training and coaching enables all staff to keep abreast of wider safeguarding concerns and to keep their knowledge relevant and up to date.

## Setting details

<b>Unique reference number</b>	2501830
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10194385
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Tots And Scholars Limited
<b>Registered person unique reference number</b>	RP905047
<b>Telephone number</b>	07501 218 2980
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tots and Scholars registered in 2018. The nursery employs 19 members of staff. Of these, one holds qualified teacher status and 13 hold early years qualifications at level 2 or above. The nursery opens from 7.30am until 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jill Hardaker

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- Two joint observations were carried out and discussed between the inspector and nursery manager.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documentation during a meeting with the leadership team. This included reviewing information about staff suitability and training.

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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