

Inspection of Nessies

Icknield Infant & Nursery School, Archers Way, Letchworth Garden City,
Hertfordshire SG6 4UN

Inspection date:

13 November 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to arrive and thrive at this friendly before- and after-school club. They have access to a variety of stimulating and age-appropriate activities and resources. Children remain deeply engaged in play because staff are passionate about the care they provide. Staff closely monitor children's interests and their changing needs. They use this to create a well-considered environment that is exciting and stimulating for all children who attend.

Children are familiar with the routines and rules in the club and follow them well. They arrive in an orderly manner and store their possessions away safely. Children understand the need to wash their hands before sitting down with their friends to enjoy their snack. They develop a deep sense of belonging and take ownership of their environment. Staff support this well by encouraging children to play a key role in planning sessions and establishing setting rules. For example, during dinner children and staff discuss their favourite foods and plan the meals they will enjoy during future sessions.

Children demonstrate they feel secure in the care of the nurturing staff. They share jokes together and children seek out adults for support and comfort. Staff promote this sense of belonging by developing a deep understanding of all children who attend. They are swift to identify when children may be struggling and offer support that meets children's individual needs. For example, when children become frustrated in play, staff are swift to engage them in activities that promote their self-esteem.

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

- Partnerships with the host school are of an exceptionally high standard. Leaders develop highly effective professional relationships with teaching staff and leaders. Their strong collaborative approach supports families and places children's interests at the heart of practice. For example, the setting has established a 'walking bus' initiative that promotes children's attendance and punctuality at school.
- Leaders and staff are committed to enhancing practice and promoting the well-being of all children who attend. They seek feedback from parents and the host school and make well considered changes. For example, children have access to a quiet, reflective area that supports their behaviour and emotional well-being. Leaders skilful monitoring of these changes ensures practice constantly evolves and continues to put children's needs first.
- Morale is high and the team report that they feel well supported. Leaders conduct regular supervisions with staff to support their well-being and practice.

They are passionate about developing staff knowledge and skills and ensures all team members gain recognised early years qualifications while employed at the setting.

- Staff create an exceptionally well-considered environment that promotes children's well-being and development and is centred around their interests. For example, children have continuous access to outdoor play. They enjoy various sports activities with attentive staff. Planning is robust yet flexible. Staff adapt planned activities continuously to support children's changing moods and physical abilities.
- Children are kind and considerate towards others and always demonstrate good manners and polite behaviour. Children delight at celebrating one another's skills and accomplishments. For example, they are excited to show visitors the clay models and bracelets that they have all made.
- Staff are knowledgeable about their responsibility to keep children safe. They know the correct procedure to follow when a child has an accident and complete regular paediatric first-aid training. Staff conduct regular risk assessments and supervise children extremely well during activities. For example, they use a radio system to communicate children's whereabouts with one another. All staff have a robust understanding of safeguarding issues and the correct process to follow when they have concerns.
- Leaders are passionate about ensuring all children access high-quality wraparound care that supports their overall development and well-being. They understand the impact the time children spend in the setting has on their attitude to learning and the effectiveness of the time they spend at school. For example, leaders ensure all children start their day with a cooked breakfast at the club. Children enjoy a healthy snack after school, and a nutritious hot dinner prior to going home.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2690311
Local authority	Hertfordshire
Inspection number	10363602
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	28
Number of children on roll	228
Name of registered person	Nessies Chilminding Limited
Registered person unique reference number	2690309
Telephone number	07488277027
Date of previous inspection	Not applicable

Information about this early years setting

Nessies registered in 2022. The out-of-school club operates from Icknield Infant and Nursery School, Letchworth Garden City, Hertfordshire. The club opens from 7.30am to 8.45am and from 3pm to 6pm, Monday to Friday during term time only. The provider also operates a holiday club at the setting.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector and provider took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.

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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