

# Nurseryworld and Friends Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253053
<b>Inspection date</b>	24/02/2011
<b>Inspector</b>	Diana Pidgeon
<b>Setting address</b>	Grenfield House, Douglas Road, Sutton in Ashfield, Nottinghamshire, NG17 2EE
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Nurseryworld and Friends Nursery and Pre-School is privately owned and opened in 1990. It operates from an extended Victorian house close to the centre of Sutton-in-Ashfield, Nottinghamshire. Children are accommodated on the ground floor, which offers an open-plan play area. This is then divided to provide areas for creative play, a room which can be used by pre-school children and a separate area for babies. Children have access to three outdoor areas, one of which is a garden and the other a hard play area. The nursery serves the local community. It is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 37 children under eight years of age at any one time. There are currently 63 children from six months to four years on roll and all are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery is the linked provider for the local Children's Centre and is able to offer childcare under the two-year-old pilot scheme. The staff support children who are learning English as an additional language. There are 14 full or part-time staff who work with the children, 11 of whom hold recognised early years qualifications. Two staff are qualified to degree level. The nursery receives support from local authority and is a member of the National Day Nurseries Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and make good progress in their learning and development. Highly effective partnerships between the nursery, parents and other agencies ensure children's individual needs are expertly met and their safety assured. The work in the nursery is underpinned by strong leadership and management, which ensures there is a constant drive towards improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the organisation of resources and routines within the nursery to maximise children's ability to follow their own ideas and interests for as long as they wish
- review confidentiality with reference to the records of medication administered.

## **The effectiveness of leadership and management of the early years provision**

The success of the nursery is underpinned by highly effective leadership and management. Children's well-being is at the heart of the provision and exceptionally rigorous systems to safeguard children are in place. All staff have a comprehensive awareness of their duties towards protecting children from harm and have a clear understanding of what to do if they have any concerns about the children in their care. Through thorough and effective induction staff and parents understand the need to work collaboratively to safeguard children and many policies and procedures are implemented to protect children at all times. Excellent procedures are in place to ensure all adults coming into contact with children are suitable to do so, through thorough vetting and checks at the point of recruitment. Comprehensive induction ensures new staff have the knowledge and skills required to carry out their jobs effectively and meticulous attention to supporting ongoing training needs helps all staff to extend and develop their knowledge and skills. Excellent levels of supervision and support for children ensures they are able to play, rest and sleep in safety. Full and detailed risk assessments, including those for outings, are in place and ensure that all potential risks are duly considered and effectively minimised. Practices to promote children's good health are exemplary and staff are clearly able to deal effectively with minor injuries to children as there are many staff with first aid training always present. An outstanding range of clear records, policies and procedures are used to promote the welfare of children. Records are detailed, efficiently maintained and used effectively. However, the record of medication administered has more than one entry per page which means confidentiality may not be assured.

An effective key person scheme is in place and ensures children's individual needs are met, particularly in the baby room where the security of having a familiar adult aids the settling-in process. Staff actively promote equality and diversity and constantly seek ways to ensure all children are well integrated. Highly supportive systems for children who are learning English as an additional language ensure that each child's home language is valued and that their skills in understanding and speaking English are promoted. The nursery has experience in supporting children with a range of special educational needs and staff are alert to identifying any concerns at an early stage. Staff build exceptionally positive relationships with parents and value them as the primary educators of their child. They involve parents in every aspect of the decision making about their children and keep them very well informed of their progress. Comprehensive information is provided for parents through notices, newsletters and displays and this encompasses help to understand the curriculum, the nursery's policies and procedures and what children do. Staff maintain two-way information with parents through daily diaries and weekly diary sheets in addition to formal parent meetings and daily chats. They provide parents with clear information about how to support learning at home and this ensures children benefit from the close working partnership. Concerns or complaints raised by parents are dealt with promptly and leaders and managers are always willing to review and learn from any issues raised. This shows that the service is responsive to the views of the users. The nursery shows a high commitment to working in partnership with others who provide care and education

for the children and takes a lead role in establishing effective working relationships. By sharing training, resources and expertise alongside effective channels of communication they are able to effectively support children when care is shared and at times of transition.

The nursery is clean, bright and organised well to meet the needs of the children who attend. The grouping of children and deployment of staff ensures all children have positive experiences. Children use a wide range of equipment that is safe and easily accessible, enabling them to choose what they wish to do. The management team constantly strive to improve the service they provide for children and families. They have high expectations and use reflective practice and self-evaluation to effectively assess and plan for improvements. Actions taken by the nursery, for example in developing the outdoor area, enhance the outcomes for children overall. This shows a capacity for continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

All children are happy and settled in the nursery. They enjoy taking part in a wide range of practical activities and make good progress in their learning and development. They make significant gains in their personal and social skills, which are seen through the confident way they engage with adults and tackle new challenges with enthusiasm. For example, children using new balancing equipment watch and listen and then are eager to try the balancing boards for themselves. There is a lot of laughter as they play and children join staff in congratulating every attempt made. Older children start to play cooperatively, for example, when playing a shopping game. Children benefit from being able to choose the resources they wish to use and they show good levels of creativity as they use spaghetti strands to act as candles on play dough cakes. Children's language is developing well and they are able to talk clearly about what they have drawn and made. Through group activities and staff input children are beginning to recognise letter sounds. Children enthusiastically handle a range of objects such as sea shells and explore the sounds they hear as they hold each shell to their ears. They use all their senses as they explore textures and choose those they like the best. Planning for children's learning is securely based upon what they can already do and what they need to learn next. Children's interests are reflected within the activities available and this ensures they are all purposefully and happily engaged. However, routines sometimes limit children's opportunities for sustained play as children need to break off to have their snack, and outdoor play times are based around the needs of the whole group.

Babies are very happy in a secure and challenging environment. Their independence is fostered as they choose from the toys set out in their reach and start to explore the room with the aid of toys they can hold onto and walk. They benefit from seeing the older children around them and joining with the toddlers in the outdoor area. They enjoy repeatedly crossing the small wooden bridge and knocking down piles of bricks. Babies are clearly secure in the care of familiar staff and are comfortable having nappies changed and being rocked to

sleep. They show a sense of security as they snuggle into the staff who bottle feed them. Older children show a high understanding of safety issues and this is clearly seen through their outdoor play. They ride wheeled toys on the clearly marked track and remind others to keep to the left. They follow an extensive range of road signs and know when to stop, look and listen. Additionally, older children take responsibility for keeping their environment safe by sweeping up spills of water and sand with minimal adult intervention. They know the expectations for their behaviour and take responsibility for tasks such as replacing their coats on their hooks and putting work in their own trays. Children learn and use good manners and through the staff's use of sensitive and supportive behaviour management techniques they are learning how to take account of the needs of others. Children are developing a positive sense of their own identity and learn to appreciate diversity. Their awareness of the local and wider community is extended through outings that are well matched to their needs and interests.

Children enjoy learning about the natural environment through activities such as growing plants and exploring in the sensory garden. They watch wild birds from their own hide and help to grow vegetables from seeds. Children benefit from a range of healthy and nutritious meals and snacks that are planned to meet children's individual dietary needs. Fruit based snacks and fresh vegetables with all meals make a significant contribution to a healthy diet. Children have opportunities to be active as they play outdoors on a range of climbing and balancing apparatus and wheeled toys. Indoors younger children crawl through tunnels and balance on wobbly boards. Children's imagination is fostered through role play areas indoors and outdoors. They play with home areas that allow them to enact experiences that are familiar to them, such as making meals and feeding babies. Children listen attentively at story times and sing a wide repertoire of songs. Their interest is captured with the use of props and story aids that engage the younger children. Through counting in songs they start to learn the order of numbers and repeat these as they count bricks in their play. Activities such as sorting small bears by colour and size help children to develop and further their mathematical understanding. Children start to recognise their names as they self-register and see print in meaningful contexts around the setting. All children develop a positive attitude to learning, are curious and inquisitive. This ensures they are developing the skills needed for their future success.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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