

# Nottingham Day Nursery

Inspection report for early years provision

---

|                                |  |
|--------------------------------|--|
| <b>Unique reference number</b> | EY286096   |
| <b>Inspection date</b>         | 18/04/2011   |
| <b>Inspector</b>               | Lynn Dent  |
| <b>Setting address</b>         | C/o David Lloyd Leisure Club, Aspley Lane, Nottingham,<br>Nottinghamshire, NG8 5AR |
| <b>Telephone number</b>        | 0115 9298035   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises   |

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Nottingham Day Nursery is one of 81 provisions owned by Asquith Day Nurseries Ltd. It opened in 1999 and operates from five rooms in a purpose built nursery within David Lloyd Leisure Centre in the Aspley area of Nottingham. All children share access to a secure outdoor play area.

The Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 91 children at any one time. There are currently 100 children aged from six months to under five years on roll, some in part-time places. The nursery is open each weekday from 7.30am to 6pm closing for one week between Christmas and New Year.

Children come from a wide catchment area, as most of their parents travel to work in and around Nottingham. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding.

The nursery employs 35 staff, all hold appropriate early years qualifications and nine are working towards higher level qualifications. The manager has achieved Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children receive good care because staff understand their individual needs and effectively meet these. Children make good progress in their development and most areas of learning due to the range of experiences provided both indoors and in the well-resourced outdoor play area. Overall staff plan a wide range of activities but systems to evaluate the effectiveness of these are in the early stages. Learning journeys do not always fully reflect the children's current stage of development and learning. Inclusive practice is effectively promoted because very positive partnerships are established with parents, early years providers and other professionals. Effective systems to evaluate and improve practice are secure and result in a continually improving setting.

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

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

- improve further all staff knowledge of how to plan and provide experiences to cover all areas of learning and implement systems to evaluate all planned activities to ensure that the learning intentions are met
- develop planning and provision of activities and experiences to further

- promote children's understanding of problem solving, reasoning and numeracy
- develop further the arrangements for observing and assessing young children and use this information systematically to fully reflect the children's achievements in all areas of learning and to plan for their next steps.

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

Children's welfare is protected because staff clearly understand how to report child protection concerns to the management and the appropriate agencies. The management have implemented additional safety measures to protect the children in their care. Strict procedures are in place preventing the use of mobile phones on the premises. Robust recruitment procedures ensure that all staff undergo the required checks to verify their suitability to work with children. As a result, they are protected from those who may pose a risk to their welfare. Risk assessments are completed regularly and staff check the premises and outdoor play area daily. Consequently, children are cared for in a safe environment. Further risk assessments are carried out before taking children on outings or using the soft play area within the leisure centre. Therefore, their safety continues to be protected.

The effective organisation of the day and the layout of rooms enables children time and space to make choices about what to do and engage in adult-led activities. Most children have direct access to the outdoor play area and can free-flow to the outdoor play area at will. All children receive opportunities to play outdoors during the day. The setting is well-resourced including the outdoor play area which is imaginatively laid out to help support children's imagination and learning. Staff effectively implement the detailed policies and procedures to ensure the smooth running of the setting. Children receive good quality interaction from staff who effectively support their play and learning. Effective methods of self-evaluation enable the whole staff team to review and reflect on practice. The management show a determination to improve and have set clear and timely action plans. These are reviewed to ensure that action taken has a positive impact on the children.

The partnerships with parents, other providers and outside professionals are outstanding. Parents provide detailed information about their child's routines at induction and this information is regularly updated. Therefore, staff are effectively able to meet the children's changing needs. Parents are kept fully informed about their child's progress during daily discussions, information sheets, parent's meetings and sharing the child's learning journeys. Excellent transition arrangements are in place when children start or leave the setting and when moving rooms. Parents are positively encouraged to spend time in the rooms and detailed information is shared ensuring a smooth transition and children feel confident. Exceptional relationships are established with other early years providers ensuring children receive consistency in their learning and development. Early intervention and interaction with specialist services benefits children with special educational needs. As a result, inclusive practice is effectively supported.

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

Children feel safe in the setting because staff work well together as a team and provide good quality care in a relaxed atmosphere. As a result, all children quickly settle including those who being left by their parents for the first time. Babies are fed and sleep in accordance with their daily routine ensuring that their individual needs are met. Children are offered a nutritious diet and a separate menu is provided for babies who are being weaned onto solid food. Care is taken to ensure that all dietary needs and allergies are met. Meal times are used to develop good table manners promoting important skills for later life. Children routinely wash their hands and can explain why this is important. Hand gel dispensers are installed throughout the nursery and in the outdoor play area. Children and staff routinely use these before entering the rooms minimises the risk of germs spreading.

Most staff have a good understanding of the Early Years Foundation Stage and use their knowledge to plan and provide a wide range of interesting range of experiences. Although activities to promote children's understanding of numbers and other mathematical concepts are not promoted as well, staff can explain the aims of the activities. However, although these are not are not evaluated to ensure that the learning intentions are met. Systems are in place for monitoring children's achievements and identifying their learning priorities. However, some are not systematically updated. Consequently, they do not always truly reflect the children's progress and are not useful for future planning. Overall children are making good progress in their learning and development.

All children are engaged in meaningful activities. They have planted flowers in the outdoor play area and spend time watering these to help them grow. Staff effectively use everyday occurrences to help children overcome their feelings and to learn about the world in which they live. Children find a spider, some are eager to see it while others are afraid. Staff explain that the spider cannot hurt them and encourages the children to make pictures using chalks and paints while talking about where the spider lives. Older children use their language well to explain what their models are and how they have made them stick together. Children use resources well to initiate their own play and learning. While playing with large vehicles in the outdoor play area, they wash them in the water tray and then push them along the ground to see who makes the longest trail of water.

All children have opportunities to engage in creative activities, such as, painting using appropriate brushes and rollers. Babies, toddlers and younger children receive many sensory experiences including exploring paint, shaving foam and play dough with their hands. Babies and younger develop a sense of self as they see themselves in mirrors. Younger children have many opportunities to test their physical abilities on the climbing and soft play equipment in their rooms. More able children can very clearly write their names and explain the sounds and letters they contain. They draw recognisable pictures, such as, tigers and can explain that they 'have black stripes and orange bodies' and colour these very carefully. Staff are positive role models for good behaviour. This results in children who play happily

with their friends and share toys. They have good self-esteem because they receive praise.

## 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                                     | 2 |

### 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>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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 |
|--|---|

### 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                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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

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

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