

# Radcliffe-on-Trent Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY264845

**Inspection date**

02/02/2012

**Inspector**

Janice Walker

**Setting address**

15 Main Road, Radcliffe-on-Trent, Nottingham,  
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**Type of setting**

Childcare - Non-Domestic

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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.

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## **Description of the setting**

Radcliffe-on-Trent day nursery became registered in 2003. It is one of three provisions owned by a private provider who runs two nurseries and an out of school provision. It operates from a large three-storey house in the Nottinghamshire village of Radcliffe-on-Trent. There is ramped access at the side of the premises. Children are accommodated on two floors of the building, they are cared for in five groups according to age and ability. There are four outdoor areas; one for the babies, one for the toddlers and a separate area for the pre-school children. There is also an area which has been transformed into a nature area and outdoor classroom. The setting serves families from the local and surrounding area and has good links with the village school.

The nursery is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. A maximum of 88 children may attend the nursery at any one time all of whom may be in the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 130 children on roll all of whom are within the early years age range. The nursery is open each weekday between 7.30am and 6pm. It is open all year round excluding Bank Holidays. Children are able to attend for a variety of sessions each week depending on the individual requirements of each family.

The nursery employs 20 members of staff to work with the children. 17 of whom hold an appropriate early years qualification, three of whom have Early Years Professional Status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Radcliffe-on-Trent Day Nursery provides a welcoming, safe and stimulating environment for children. Effective policies and procedures along with a highly motivated and skilful staff team ensure that the individual needs of all children are met and their welfare promoted. Children experience and enjoy a wide range of activities and make good progress across all areas of their learning and development and daily routines mainly support this very well. Effective partnerships with other providers and professionals promote continuity for each child and excellent relationships with parents mean they are fully involved in their children's learning. The highly committed and enthusiastic staff team continually strive for further improvement with significant improvements relating to children's health, safety and overall learning and development made since the last inspection. The comprehensive system of self-evaluation is extremely effective in monitoring this.

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

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

- consider the organisation of meal and snack times in order to extend the opportunities for children's learning during these sessions
- develop further the opportunities for children to use their home language in their play and learning.

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

The utmost priority is given to ensuring children are safeguarded. Excellent security procedures are in place and comprehensive risk assessments along with vigilantly undertaken daily checks help to ensure the environment is safe. All staff are fully aware of their responsibilities relating to child protection and participate in regular discussions and training activities under the supervision of the management team to ensure that their knowledge is kept up to date. There are clearly designated senior staff who have attended relevant training and who work co-operatively with other organisations to ensure safeguarding procedures are implemented effectively. Robust recruitment and selection procedures ensure that all staff are thoroughly vetted for their suitability to work with young children. A comprehensive range of records, policies and procedures are effectively implemented by staff which contributes to the safe and efficient running of the nursery and help to ensure all children's needs are met.

Staff have exceptionally good relationships with parents. Through a variety of formal and informal interactions, parents are kept well-informed about their children's achievements and are actively encouraged to provide up-to-date information about their child's interests and experiences at home. The inclusion of parents as part of children's learning is embedded in practice and they are frequently in the setting supporting activities. Parents place an extremely high value on the tailored advice and information provided by staff about precise ways they can support their child's continued progress. There are effective partnerships with relevant professionals and other providers with regular sharing of information. This helps to ensure continuity and consistency for children and that their individual needs are met.

The owner and management team have high aspirations for quality which are shared by the staff team who demonstrate a strong commitment to continual improvement. Excellent support systems for staff result in a highly motivated and enthusiastic team who are continually extending their skills and knowledge. Through research and training, identified senior staff continually seek ways to improve the outcomes for children. Comprehensive systems for rigorous monitoring and analysis of all areas of the provision which include input from the staff team, parents and children are in place. This leads to a clear, well-targeted

and regularly updated action plan which is highly effective in supporting ongoing improvement.

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

Children make good progress in their learning and development because staff have a secure understanding of the Early Years Foundation Stage. Key workers know their key children very well through excellent ongoing exchange of information with parents along with regular and useful observations of what children enjoy and can do. They evaluate these against the six areas of learning to identify children's next steps and this information is effectively used to inform planning. They create a stimulating indoor and outdoor environment with a wide and interesting range of toys and activities which support all areas of learning. Daily routines are generally well used to support this and children listen intently to animatedly-read stories and participate in singing sessions with enthusiasm and enjoyment. However, best use is not always made of snack and meal times in order to provide maximum learning opportunities. Also, whilst children have some opportunities to use their own language in their play and learning, this is not yet fully embedded within routines ensuring that opportunities are frequent and meaningful for each child.

Staff's very good levels of support and interaction, along with effective use of questioning encourage children's developing language and problem solving skills. For example, a group of children exploring the concept of freezing temperatures are encouraged to predict changes and offer suggestions for different outcomes. They put out pots of water to freeze and they defrost them and spontaneously observe the changing movements of a worm after they have warmed it. Younger children particularly enjoy a wide selection of sensory experiences through exploration and investigation of natural resources such as sand, water, paints, hay, metals and soil. Children demonstrate an excellent understanding of the importance of good hygiene routines, reinforced through daily discussions and planned activities. They show an exceedingly good awareness of what constitutes a healthy diet as they are provided with healthy balanced meals which take into account individual dietary needs. All children spend regular times in the nursery outdoor areas which are well resourced with a wide selection of equipment supporting all areas of their learning and development. Excellent regard is given to physical play and the toys, including climbing frame and balancing beams support their developing physical abilities.

Children demonstrate a strong sense of security as they engage in animated interactions with staff and confidently move around their play areas. Their behaviour is very good as a result of clear expectations of staff and high levels of support. A strong influence upon learning for children in the pre-school room is the forest school sessions. Here, safety rules are embedded in routines and practice whilst the outdoor experiences significantly impact on their good health as they develop an enthusiasm for fresh air and physical activity. Children learn to take calculated risks within a safe environment and in doing so they gain tremendous confidence in physical challenges such as balancing on high logs and walking rope bridges. They safely use real tools, learn about the dangers of fire and recognise

poisonous plants and which plants to find to relieve stings. Team work is also a fundamental part of these sessions and children learn to share and work with their peers in order to achieve their goal. These sessions are also highly effective in supporting children's understanding and ability to care for their environment as they pick litter and learn to care for living things through real, hands-on experiences. These experiences strongly support the development of skills children will need for future learning.

## 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>	2
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	2
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	2
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	1
The extent to which children make a positive contribution	2
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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