

# Beeston Nursery

211 Station Road, Beeston, NOTTINGHAM, NG9 2AB

## Inspection date

Previous inspection date

17/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- There is a strong commitment to improve the nursery provision through developing the skills and knowledge of the staff team and setting ambitious targets and action plans.
- Observation, assessment and planning is secure. Staff plan and provide a stimulating environment which supports children's progress well and enhance this through their good quality interactions. Adult-led activities are fun and tailored to the needs and interests of individual children.
- Partnership with parents and local early years providers are securely established and make a strong contribution to meeting children's needs.
- Children are happy because the good level of support they receive makes them feel secure, and settling-in routines are flexible to take account of their individual needs.

### It is not yet outstanding because

- The organisation of snack time sometimes limits children's motivation because it interrupts their involvement and concentration in their chosen activities.
- There is scope to improve the planning of the outdoor area to provide more outdoor opportunities across each of the seven areas of learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's activities in all indoor playrooms and the outdoor play area.
- The inspector held discussions with the registered person/nursery manager and practitioners.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's action plans and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Janice Walker

## Full Report

### Information about the setting

Beeston Nursery was registered under its current owner in 2012 having previously been registered under different ownership. It is registered on the Early Years Register. It is a privately owned setting and operates from a converted house in Beeston, near Nottingham. Children are cared for in two main rooms depending on their age; babies are based in two rooms on the first floor and older children on the ground floor. There is a fully enclosed area available for outdoor play. The nursery serves the local area.

The nursery employs a total of 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four at level 3 and one at level 6. The owner/manager has Qualified Teacher Status.

The nursery opens from 7.15am to 6pm, Monday to Friday. It is open all year round, closing only for public holidays and a week over the Christmas period. There are currently 31 children attending, they attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review the organisation of snack times so that these sessions do not interrupt children's concentration and involvement in activities
- enhance children's experiences of outdoor learning by creating a richly resourced environment which reflects the wide range of learning opportunities provided indoors.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff team, strongly led and supported by senior staff, provide children with a wide range of interesting and challenging experiences across all seven areas of learning. Toys and resources are easily accessible and there is a good selection which children access independently, developing high levels of self-confidence as they do so. Daily routines ensure that there is a good balance of adult-led activities, such as singing sessions and mealtimes and those which children initiate themselves. Whilst engaged in activities they have chosen themselves, children become deeply absorbed. For example, they explore the texture of, and create designs with, the play dough they have made and make patterns as they move vehicles in the sand tray. Children enjoy the activities provided and participate with enthusiasm. However, the organisation of snack time as a large group activity, at set times of the day, sometimes interrupts children who are enjoying their chosen activity. This means there are missed opportunities for them to extend their learning through becoming more deeply involved. Staff deploy themselves well to support activities and

extend children's learning. Most of the time, they ensure that children are given time to explore and experiment with resources. Senior staff support children's communication and language skills particularly well, using strategies advocated as part of the 'Every child a talker' programme, encouraging children to think and talk about what they are doing and to re-tell experiences.

Planned activities are organised around the individual needs of the children participating and staff skilfully deliver these, ensuring that their interaction and the challenges presented, are differentiated according to children's individual needs. For example, children re-enact a popular story with props involving sensory experiences. Whilst the challenge for one child is about learning new words to describe substances, such as water, snow and wet sand, for older children, the challenges are about re-telling the story and adapting it through use of language and by using their imagination. Staff understand the importance of seizing unplanned opportunities to support children's learning, as they arise. For example, they respond positively to the recent snow fall and use this well to provide outdoor opportunities for children to make marks, learn new words, explore colour and texture, experiment with melting and freezing and to design and create with snow. In general, however, maximum use is not made of the outdoor area. Although children enjoy regular times outdoors, the area is not planned as effectively as the indoor area and the selection of freely accessible resources is limited. This means that opportunities for children's learning outdoors are generally not as rich.

The newly implemented procedures for supporting children's progress are already having a positive impact. Staff undertake regular observations and use these to assess children's development and identify clear next steps for learning which feed into planning. Therefore, all staff are aware of, and consider, each child's identified next step as they support and interact with them. This ensures that all children receive good levels of support and are presented with appropriate challenges as they engage with their chosen toys and activities. This is also successful in ensuring that learning experiences for children are fun, and focussed on their interests. As a result, children are acquiring the skills, attitudes and dispositions they need in order to be ready for school. The key person system is effective in establishing positive partnerships with parents. Parents contribute to the initial assessment of their children's starting points on entry and staff continue to take their views and opinions into account when they plan children's next steps in learning. Parents spoken to during the inspection were fully aware of their children's level of ability. They were eager to share their pleasure at the progress their children have made as a result of attending the nursery and the high quality support they are given in encouraging their progress at home.

### **The contribution of the early years provision to the well-being of children**

Children settle well because staff work effectively with parents to devise a settling-in programme for each individual child which is tailored to their needs. Staff establish positive relationships with parents and ensure they consult with them fully in all aspects of their children's care. Parents spoken to during the inspection place a high value on the welcoming environment that staff create and the level of care provided. They greatly

appreciate the support they feel they receive from the staff team. Positive relationships with parents means that children develop a sense of trust and security in the setting. They have regular times for one-to-one interaction with staff and to be in small groups, which supports them in building secure relationships. Staff sensitively support children when they are tired, hurt or upset, offering appropriate physical comfort and kind reassuring words. As a result, children are happy and settled, they confidently explore their toys and activities and seek support and comfort when they need.

Staff organise children's indoor play areas well to support their growing independence. Children move around freely, making choices about what they want to play with and where they want to play. Staff support children's developing independence skills by encouraging them to undertake tasks for themselves; they learn to serve themselves their meals and pour their own drinks at mealtimes, put on and remove aprons for messy play and carry out toileting routines. Supported by their key persons, children spend time in different rooms and become familiar with the whole nursery environment. This means they settle well into their new group rooms as they progress through the nursery and develop confidence in dealing with new situations. This supports them in their transition to school. Staff support this through their positive relationships with the local nursery and school, ensuring that all relevant information is shared.

Children's health is promoted well within the nursery. Staff place a high emphasis on outdoor activities for fresh air and physical activity, with outdoor times scheduled twice daily. Children know how to dress appropriately for outdoor play, for example, that they need to have hats and gloves to enjoy playing in the snow. They learn about the importance of healthy lifestyles through daily routines which are supported by stories and explanations. They enjoy healthy meals because the menu is varied and nutritious. The on-site cook prepares a wide selection of home-cooked meals using fresh ingredients which take into account children's individual dietary requirements.

Children develop a good understanding of personal safety. This is because staff give clear explanations of potential hazards along with instructions about how to minimise the risk of accidents, and they provide appropriate levels of support. This results in children thoroughly enjoying experiences involving an element of risk and learning to keep themselves safe. For example, young children playing outdoors in the snow, know to move carefully because it is slippery. Those a little unsteady on their feet gain confidence through secure support from adults. Consistent messages from staff mean that children learn the rules relating to safe use of toys and play materials, such as those relating to sand play. Staff's skilful management of children's behaviour means that they develop an understanding of the need to comply with these rules and the reasons why. Children generally behave very well because they are interested and engaged in activities and enjoy the praise and encouragement they receive from the staff team.

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

This nursery has been taken over by a new owner/manager who demonstrates a strong commitment to raising the achievements of the children who attend. She gives high priority to managing the performance of the staff team and has highly effective systems in place to support those who are less confident. She ensures that all staff continue their professional development through support and training. For example, senior staff are working towards higher qualifications appropriate to their role, and all staff receive regular supervision and have completed a number of basic training courses, such as first aid and food hygiene. Therefore, all staff are clear of, and able to confidently carry out, their role and responsibilities. Senior staff are developing areas of specialism, such as developing language and communication programmes. They cascade their knowledge of good practice, gained by attending training, to the staff team, with a view to raising the quality of teaching across the whole nursery.

Children make good progress in their learning and development because effective systems for undertaking assessments and planning means that activities are tailored to the individual needs of each child attending. Comprehensive assessments of each child's progress, and close monitoring of this by the management team, means that any emerging concerns are swiftly identified. There are strong partnerships with other agencies which helps to ensure that any additional support needed is arranged efficiently. Partnerships with local schools are good. Regular meetings take place at management level to support transition and all staff follow through agreed procedures, sharing relevant information to ensure that there is continuity for children.

Children's safety and welfare is effectively promoted. There are robust procedures in place to ensure all staff are suitable to work with young children and secure procedures ensure that access to the premises is monitored. All staff have undertaken safeguarding training and demonstrate a clear understanding of their responsibilities in this area. A wide range of purposeful policies and procedures are efficiently implemented by staff which contributes to the smooth day to day running of the nursery. Children's records contain relevant information to ensure that staff are able to provide good levels of care based on their individual needs.

The management team have a clear vision for the future and a comprehensive understanding of the strengths of the setting and areas where there is scope for improvement. A carefully considered action plan, with well-identified priorities for improvement, is effectively underway with many new initiatives already in place. This includes the re-organisation of the use of space and new, highly effective procedures for undertaking planning and assessments. There are secure systems for the ongoing monitoring of the provision to ensure that changes have a positive impact on children's achievements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY448713
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	809868
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31



<b>Number of children on roll</b>	31
<b>Name of provider</b>	Roopam Verma Carroll
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07748571010

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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