

Pretty Windows Day Nursery

9-10 Avenue A, Gedling Street, Sneinton Market Square, Nottingham, NG1 1DS

Inspection date

17/04/2013

Previous inspection date

25/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The pre-school and toddler rooms are stimulating and well organised to support children's exploration and their motivation to learn.
- Children who speak English as an additional language are well supported because staff reinforce their first language and extend their understanding and use of English.
- Staff develop effective partnerships with parents and carers and involve them fully in their children's care and education.
- There is a clear programme of professional development for each member of staff that will enhance their existing skills and knowledge.

It is not yet good because

- Staff are not always deployed effectively to ensure that all children's needs are met in relation to their learning and development.
- Children under two do not access outdoor play often enough to fully promote their good health. There is scope to improve the range of resources and planning of activities in the outdoor area to improve the learning experiences for all children.
- Pre-school children spend too much time waiting for their lunch and staff do not teach or support them to use their cutlery correctly.
- Staff do not share ongoing information with other settings which children also attend, to fully ensure continuity and consistency in these children's care and 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the main indoor and outdoor play areas.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a selection of staffing records, policies and children's records.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.

Inspector

Janice Walker

Full Report

Information about the setting

Pretty Windows Day Nursery was first registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by a private provider. The nursery operates from premises in the Sneinton area of Nottingham. Children are cared for in five different rooms and are grouped according to their age and level of ability. Group rooms for children aged under three years are situated on the ground floor and those for children aged over three years, are situated on the first floor. There is a safely enclosed safety-surfaced outside play area. The premises are a short distance from Nottingham city centre and main bus routes into the city centre. The nursery serves the local and wider community.

There are nine members of childcare staff, including the manager, eight of whom hold appropriate early years qualifications at level 3. This includes one with Early Years Professional Status. The nursery owner also has Early Years Professional Status and is regularly on-site. The nursery is open each week day from 7.30am to 6.30pm. It is open all year round except for public holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staffing arrangements meet the learning and development needs of all children, with particular regards to unplanned and emergency situations within the nursery.

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

- improve the arrangements for outdoor play for children aged under two so that these children have more regular times outdoors for fresh air
- enhance all children's experiences of outdoor learning by extending resources, and improving planning for the outdoor area, to provide interesting and challenging experiences across all seven areas of learning
- review the organisation of lunch time for the pre-school children so that they do not spend lengthy periods of time queuing, and maximise the learning opportunities provided, for example, by teaching and supporting them to use cutlery correctly
- extend partnership working with other early years settings that children also attend to obtain a fuller picture of children's progress in order to support this better.

Inspection judgements

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

Staff have a secure knowledge of the seven areas of learning. They make effective use of their observations of what children like and can do, to plan activities to reflect their needs and interests. Resources within each of the children's group rooms are plentiful. The pre-school and toddler room rooms are highly stimulating and well organised into areas of continuous provision which enables children to choose what they want to do. Consequently, children are interested and motivated to learn. The outdoor area contains a good range of equipment which supports children's physical skills and coordination, such as climbing, balancing and moving in different ways. However, overall, outdoor play is not planned for or resourced as effectively as indoors, to provide opportunities for learning across all seven areas. This means that opportunities for children's learning outdoors are restricted.

Staff extend children's learning through their positive interaction. For example, in the toddler room, children enjoy playing with large cardboard boxes. Staff play with the

children, encouraging them to explore. They use swathes of fabric for children to hide under, and move the boxes into different positions, encouraging children's exploration as they investigate how to use them in different ways. Children who speak English as an additional language are supported well by skilled staff. They demonstrate high levels of self-esteem and a sense of self-worth because staff learn and appropriately use words in children's first language. Staff skilfully support children's understanding of English by taking regular opportunities to use and repeat single words so that children gradually link the word to its meaning. In the pre-school room, some activities are well planned and highly successful in capturing children's interest. Children excitedly re-tell these experiences, demonstrating they have good speaking and listening skills as they confidently relay what they have learned. In the baby room, babies develop an understanding of the world around them by exploring cause and effect toys, such as those with buttons, dials and flaps.

Some daily routines result in children spending lengthy periods of time waiting for routine events. This relates specifically to the lunch time routine in the pre-school room. Children queue whilst they wait for hand washing routines to be completed by all, and then again waiting for lunch to be served. During these times, there is a lack of focus on learning opportunities. This continues over the lunch period when staff miss opportunities to extend children's learning. For example, by teaching and supporting them to correctly use knives and forks to eat their meal.

Staff establish strong partnerships with parents. Information obtained from parents about children's interests and their likes and dislikes helps staff to plan effectively for their future learning. Parents have good opportunities to be involved in children's learning within the nursery. For example, they are invited to attend events, such as an Easter tea party and Maypole dancing. Parents are fully informed about what their children have been doing through daily conversations. They have access to children's files and are given clear information about children's next steps in learning and how they can support their progress at home. This assists the progress that children make in their development.

The nursery has effective links with schools. Staff pass on detailed information to ensure there is a smooth transition when children move on. Children with special educational needs and/or disabilities are well supported by knowledgeable staff. The nursery lead practitioner in this area has effective links with other relevant professionals. Partnership working is strong, ensuring that children's progress is well supported through detailed individual care and learning plans.

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

Staff form effective relationships with parents. The key person system works well in relation to ensuring there is regular sharing of information with parents to promote children's well-being. Staff gather details from parents at the outset, including information about family background, children's preferences and routines. This enables them to support children's transition into the nursery provision. As a result, children are happy and

settled. Within the nursery, children's movement between rooms is carefully planned to be at an appropriate pace for each individual child. The pre-school room and toddler room provide cosy spaces and snug dens where children form good relationships as they sit and chat with each other. Pre-school children show high levels of confidence as they eagerly discuss newly acquired learning with each other and visiting adults. Babies demonstrate a strong sense of security as they move around their identified play area, independently selecting toys to explore. Staff are good role models, they affirm and praise positive behaviour and ensure that children understand that there are fair systems for special jobs, such as lunch time helpers. As a result, children behave well.

Staff make good use of routines to teach children to keep themselves safe. For example, children move carefully up and down the stairs, knowing they need to hold on to the bannister. They also regularly practise the emergency evacuation procedures to help ensure their safe evacuation in the event of an emergency. Staff build upon this well, through planned sessions which have a safety theme. For example, pre-school children benefit from stories, discussions and linked activities about road safety. They talk confidently about safe procedures for walking, crossing the road, riding bicycles and travelling in vehicles. Children's good health is mainly well promoted. The environment, toys and resources are maintained in good, clean condition to help minimise the risk of spreading infection and this is supported by a clear policy relating to children who are unwell. Children benefit from healthy, home-cooked meals, such as roast dinners and fresh fruits. Daily routines ensure all children follow good hygiene practices and most children benefit from regular morning and afternoon scheduled outdoor sessions. Children in the under two's room, however, do not access outdoors on a regular enough basis, consequently, their good health is compromised to some extent by lack of fresh air. Pre-school children experience effective, planned activities to support their understanding of the importance of a healthy life-style and can talk about the benefits of exercise and good personal hygiene.

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

For the majority of the time, the nursery is appropriately organised to ensure children are well cared for and supported in their development. However, when unplanned situations occur, this is less effective. During these times, overall ratios of staff to children on the premises are sufficient and staff work flexibly, to ensure that they meet children's basic care needs. However, there is less focus on ensuring that good quality teaching and learning is taking place continuously. Although 'floating' staff support with care needs, staff based in group rooms manage too many children. During large group sessions, some children lose interest and distract others and the group is too large to enable all children to participate in discussions.

Robust procedures are in place to ensure that staff are suitable to work with young children and these are routinely updated to ensure their continued suitability. The whole staff team are involved in the risk assessment process which means that they understand their responsibilities in providing a safe environment and they prioritise children's safety

and well-being. All staff are very clear in their responsibilities relating to child protection. This is because this is clarified as part of their initial induction programme and reinforced through clear related policies and regular attendance at training. A range of relevant policies and documentation is in place to ensure children's welfare is promoted. For example, all staff attend first aid training and food hygiene training, and regularly refresh this. The manager has devised suitable monitoring systems to help identify any patterns of events which may become emerging concerns.

There are systems in place to monitor children's developmental progress with senior staff effectively supporting and overseeing those with less experience. This means that all children are progressing within expectations. Appraisals and supervision sessions are used effectively to inform staff training. Recent re-organisation within the team, following changes of personnel, means that some staff are not yet fully confident in all aspects of their new responsibilities. The manager is fully aware of this and a clear programme of support is in place. This includes individual staff development plans to ensure that, over time, all staff continue to extend their skills and knowledge in order to improve the outcomes for the children they care for. Staff are motivated and keen about their roles. They demonstrate a satisfactory commitment to setting, and working towards, targets for improvement. The manager is very receptive to advice and ideas from relevant sources that will take the setting forward.

Staff develop positive relationships with parents. They gather comprehensive information from them at the point of children's admission, to help ensure that children's needs are known and met. Parents highly praise the nursery provision. They value the personal support they receive from sensitive, knowledgeable staff and feel that they are fully consulted and involved in their children's learning. Staff work closely with outside agencies, such as staff from the local authority, the local children's centre, the local Polish Centre and speech and language therapists. These effective links help to ensure that appropriate support is in place for all children, including those who speak English as an additional language and those with special educational needs and/or disabilities. However, links with other settings, where children's care is shared, are not as strong. This means that there is a lack of continuity and consistency for these children in their care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	254634
Local authority	Nottingham City
Inspection number	908710
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	68
Name of provider	Pretty Windows Ltd
Date of previous inspection	25/03/2009
Telephone number	0115 9881429

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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, which are usually the childminder's 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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