

Forget Me Not Day Nursery

9 Parkdale Road, Bakersfield, Nottingham, NG3 7GL

Inspection date

25/04/2013

Previous inspection date

26/10/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 and supportive senior management team in place. They are able to recognise areas where improvements can be made and work closely together to ensure that continuous progress is sustained.
- Staff are adept at extending activities to maintain children's interest and ensure that they are motivated and eager to learn.
- Children's communication skills are well supported. Staff use additional activities and props to encourage and support less vocal children to join in.
- Partnership with parents is good. Staff work cohesively with parents to ensure continuity between the nursery and home environments.

It is not yet outstanding because

- Planning in the toddler room is not fully embedded to incorporate observation and children's next steps as there have been recent staff changes.
- Children in the baby room are not supported to begin to feed themselves using appropriate utensils, and the organisation of mealtimes in this room does not help to promote social interaction.

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 in all areas of the premises and outside.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with the registered providers, staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Forget Me Not Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Bakersfield area of Nottingham and is managed by two private providers. The nursery serves the local and surrounding areas. It operates from three base rooms. Younger children are cared for on the ground floor and children aged over three years are upstairs. There is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. Older children attend before and after school and during school holidays. Staff take children to and collect them from the local school. The nursery 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:

- embed new staff's knowledge of how to consistently use observation and next steps to inform planning in the toddler room
- develop routines in the baby room to ensure that children have opportunities to feed themselves and consider the organisation of meal times to enhance social interaction.

Inspection judgements

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

Children are well settled and enjoy the time they spend in this friendly, family-orientated environment. Staff provide a range of activities which children enjoy taking part in and which are totally suitable to meet their learning and development needs. Planning is in place and is developed from observations and children's next steps. There have recently been major changes to staffing in the toddler room and new staff are currently familiarising themselves with the children's interests and routines. As a result, they have

not fully embedded the planning to reflect and support the next stages of children's learning. However, the impact is minimal as the new staff are competent and experienced and the registered providers and pre-school leader are very supportive and have arranged training to help staff familiarise themselves with the planning process. Staff have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. They have been shared with parents and their comments, ideas and suggestions for children's next steps are welcomed. All children are fully included in the nursery. Children with additional needs and those from other cultures or who speak English as an additional language are made to feel welcome. Staff learn words and phrases in the child's home language and use gestures and picture prompts to help children to settle.

Children's communication is well supported throughout the nursery by good teaching. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Older children's language is very well developed. They chat happily together and are beginning to use expressive language. They talk about what they want to be when they grow up and can describe events that have happened in the past. For example, they talk about a parrot that they saw on holiday who could ride a bike. Staff competently use additional resources, such as Lenny, the lion puppet to encourage and support less vocal children to join in. Children's imagination is fostered well. Staff introduce games where they encourage children to pretend they are going on a bike ride and children have great fun as they imagine what they will put in their lunch boxes, pretend to wave to the postman and look at the cows in the field.

Babies and younger children are supported to investigate and explore new textures and objects. They especially enjoy playing with custard as they happily make marks in it using plastic animals or bang their hands in it to make splashing sounds. Toddlers learn early mark-making skills as they paint using water. Staff sensitively support children who are unsure and encourage them to participate. They introduce different objects, such as chime bars which make a noise when they are painted and sensitively coax children to feel the texture of the brush on their hands. Older children learn about shapes, size and colour and are beginning to combine two or three of the elements together. Staff expand on this learning as they ask children to identify a variety of different shapes, such as an orange triangle, a red circle and a tall blue square. Children work together, helping each other and pointing when they have found the correct shape. Their problem-solving skills and their ability to work with others helps to prepare them in readiness for school.

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

An effective key person system helps promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children throughout the nursery and to school. As the nursery is a small, family environment all of the children and staff know each other well. They spend time together when they are outside and often join together for special

activities. For example, when the pet shop owner visits and brings animals for the children to see and touch. Children enjoy settling-in periods in their new room before moving which enables them to become familiar with their new surroundings. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process. The nursery works cohesively with schools that children will be moving to. They liaise with teachers and invite them to visit the nursery to see the children in a familiar environment. This ensures that the transition between nursery and school is a positive experience for the children.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Children learn about healthy lifestyles as they enjoy freshly prepared hot meals. The nursery cook is adept at disguising vegetables in casserole and sauces to ensure that children receive a balanced and healthy diet. Staff talk to children about eating healthily and skilfully include it in activities. For example, they ask children if the food they have packed in their lunch boxes when they go on their pretend bike ride is healthy. Older children fill their own bottles from the water dispenser and understand that they need to drink water after they have been exercising. Meal times in the pre-school and toddler rooms are social occasions where staff and children sit together in a family atmosphere to eat. However, babies are not supported to feed themselves and the organisation of meal times within this room does not help children to interact or develop their social skills.

The premises are well resourced to provide children with an environment in which to learn and develop. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They learn about evacuation procedures and staff provide additional activities, such as visits from the fire engine to further enhance children's understanding. Children talk about the fire engine coming and ask if it will come on a 'fire drilly day' and if they will have to walk like soldiers to get out of the door. Staff teach children about road safety and successfully incorporate this into everyday play activities. Children ride their bikes around the road which has been painted onto the play area, they stop at the zebra crossing for other children to walk across and sing a song which teaches them that red lights mean 'stop' and green mean 'go'.

Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children learn to adopt healthy lifestyles as they access outdoors in all weathers and use equipment to develop their large muscle skills. Older children happily take part in additional activities where they learn simple dance movements. They learn to stand in first position like a ballerina, gallop like horses, float like butterflies and walk like soldiers. They incorporate dance moves into a story about elves who make shoes and vigorously pretend to hammer the shoes they have made for their favourite superhero.

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

Children are safeguarded well. All staff are very aware of the procedures and their roles and responsibilities in protecting the children in their care, including whistleblowing. They fully understand the signs and symptoms to be aware of, and know when and from whom to seek advice. The registered providers have a good working knowledge of safeguarding procedures which further ensures children's protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is strong. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted on. Information is shared with parents and staff spend time talking to parents about what their child has done during the day. Parents are happy with the nursery and comments received are extremely positive. They say that 'staff love the children' and that 'children have made very good progress since being at the nursery'. They say that 'staff are very supportive' and are 'always available to talk' to them if they are worried. Good partnerships with other professionals involved with the children help them to reach their development goals and ensure that their individual needs are routinely met.

There is a dedicated, friendly and caring senior management team in place. Monitoring and assessment of the educational programme is continuous. They are able to identify the strengths and weaknesses of the nursery and are proactive in implementing the changes necessary to sustain improvement. For example, they have identified that new staff need help with planning and have arranged additional training and support to ensure that this is rectified as quickly as possible. All required documentation is in place and correctly completed. Above all, children have fun and are happy and settled. They thoroughly enjoy the time they spend at the nursery and the skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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	EY265688
Local authority	Nottingham City
Inspection number	909367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	46
Name of provider	Forget Me Not Partnership
Date of previous inspection	26/10/2010
Telephone number	0115 940 4002

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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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